Dance/Fitness 2019-2020 Subject Group Overview										
		Quarter 1				Qua	arter 2			
Weeks	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
Weeks	2 Weeks	2 Weeks	2 weeks	3 Weeks	4 Weeks	1 Week	2 Weeks	2 Weeks		
Unit Name	Relational Capacity (Teambuiding)	Fitness Testing/ Goals	Choreography	Line Dances / Writing Choreography with Song Parts	Fitness	Tabata	Nutirtion	Abstract Dance		
Key Concept	Relationships	Development	Connections	Connections	Systems	Change	Connections	Form		
Related	Interaction and	Systems and	Interaction and	Energy and	Creative and	Adaptation and	Choice and	Movementand		
Concept(s)	Perspectives	Refinement	Movement	Movement	Change	Energy	Perspective	Space		
Global Context	Identities and Relationships: psychological and social develoopment	Identities and Relationships: Adaptation, ingenuity, and progress	Personal and Cultural Expression: Creation	Identities and Relationships: happiness and the good life	Identities and Relationships: Lifestyle Choices, motivation	Identities and Relationships: attitudes, motivation	Globlization and Sustainability: Consumption Identities and Relationships: good health and well-being	Personal and Cultural Expression: ritual and play		
Statement of Inquiry	Relationships are developed through interaction of different perpectives resulting in psychological and social development.	The development of goals help to refine and create a workout system that will help the body adapt, and progress.	Connections are formed by creating a dance and interacting writing with movement in a social context.	Connections are made when body energy interacts with music at which a relationship is identified through a sequence of repetitive movements enhancing happiness and the good life.	Body Systems change in response to a creative workout program based on someones lifestyle choices and motivation	Adaptation causes change in movement that transforms energy which improves attitudes and motivation.	Connections between the body and food consumption results in alternative perspectives which impacts food choices for good health and well-being	Dancers use form as a way to express ritual and play by maintaining body movement through space.		

MYP Subject Group Objectives	Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effecitveness of a plan based on the outcome. iii. analyse and evaluate performance.	Objective B: Planning and Performance. i. Develop goals to enhance performance. Objective D: Reflecting and improving performance ii. analyze and evaluate the effectiveness of a plan based on the outcome.	Objective C: Appying and performing. i. Demonstrate and apply a range of skills and techniques effectively. ii. Demonstrate and apply a range of strategies and movement concepts. iii. Analyse and apply information to perform effectively. Objective D: Reflecting and Improving Performance	Objective C: Applying and Performing iii. analyse and apply information to perform effectively. Objective D: Reflective and improving performance iii. analyse and evaluate performance	Objective A: Knowing and understanding; apply physical and health terminology effectively to communicate understanding. B. Planning for performance; design, explain and justify plans to improve phyhsical performance and health. C. Applying and performing; demonstrate and apply a range of skills and techniques effectively; demonstrate and apply a range of strategies and movement concepts.; analyse and apply information to perform effectively. D. Reflecting and improving performance; explain and demonstrate	Objective A: Knowing and understanding. Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Objective B: Planning and performance. Design, explain and justify plans to improve physical performance and health. Objective C: Applying and performing. Demonstrate and apply a range of skills and techniques effectively; demonstrate and apply a range of strategies and movement concepts; analyse and apply information to perform effectively. Objective D: Reflecting and improving performance. Ddevelop goals and apply strategies to enhance	Objective A: Knowing and Understanding; apply physical and health terminology effectively to communicate understanding. Objective B: Planning for performance; design, explain and justify plans to improve physical performance and health. Objective C: Applying and performing; demonstrate and apply a range of skills and techniques effectively, demonstrate and apply a range of strategies and movement concepts, analyse and apply information to perform effectively. Objective D: Reflecting and improving performance; explain and demonstrate	Objective A: Knowing and understanding; apply physical and health terminology effectively to communicate understanding. Objective C: Applying and performing; demonstrate and apply a range of skills and techniques effectively, demonstrate and apply a range of strategies and movement concepts, analyse and apply information to perform effectively. Objective D: Reflecting and improving performance; analyse and evaluate performance.
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strategies to

performance.

ATL Skills ATL Sk	effectively through interaction. Reading, writing and using language to effectively effectively through interaction: Reflectively through through interaction; Reading writing and using language to effectively with others.
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2019-2020	Subject	Group	Overview
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	Quarter 3						Quarter 4	
Weeks	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Weeks	1 Week	1 Weeks	2 weeks	4 Week	1 weeks	4 weeks	1 Weeks	1 Weeks
Unit Name	Relational Capacity (Teambuiding)	Fitness Testing/ Goals	Expression/Body Planes	Decades Dance/History	Healthy Relationships	Cultural Dance	Nutirtion	Partner Dance
Key Concept	Relationships	Development	Time, Place, and Space	Identity	Relationships	Global Interactions	Connections	Connections
Related	Interaction and	Systems and	Energy and	Perspective and	Interaction and	Perspectives and	Choice and	Interaction and
Concept(s)	Perspectives	Refinement	Movement	Interactions	Perspective	Movement	Perspective	Adaptation
Global Context	Identities and Relationships: psychological and social develoopment	Identities and Relationships: Adaptation, ingenuity, and progress	Personal and Cultural Expression: Artistry, craft, creation, beauty	Orientation in space and time: Epochs, eras, turning points, and "big history"	Identities and Relationships: Identity formation; self- esteem; status;	Personal and Cultural Expression: Social constructions of reality; ritual and play	Globlization and Sustainability: Consumption Identities and Relationships: good health and well-being	Orientation in Space and Time: People, boundaries, exchange and interaction

Statement of Inquiry	through interaction of different	The development of goals help to refine and create a workout system that will help the body adapt, and progress.	The energy in movement throughout time, place, and space can impact the art, craft, creation, and beauty of a dance.	Identifying the epochs, eras, tuirning points, and big history of the decades with allow for different perspectives as students interact with each other in dance.	Relationships impact interaction and perspectives of personal identity formation, selfesteem, and status.	Global interactions expand perspectives and movements by social contructions of reality, dance ritual and play.	Connections between the body and food consumption results in alternative perspectives which impacts food choices for good health and well-being	Connections through dance promote interaction and adaptation with people, and boundaries.
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MYP Subject Group Objectives	Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effecitveness of a plan based on the outcome. iii. analyse and evaluate performance.	Objective B: Planning and Performance. i. Develop goals to enhance performance. Objective D: Reflecting and improving performance ii. analyze and evaluate the effectiveness of a plan based on the outcome.	Objective C: iii. analyse and apply information to perform effectively. Objective D: iii. Analyse and evaluate performance.	Objective C: Appying and performing. i. Demonstrate and apply a range of skills and techniques effectively. ii. Demonstrate and apply a range of strategies and movement concepts. iii. Analyse and apply information to perform effectively. Objective D: Reflecting and Improving Performance	Objective A: Knowing and Understanding. i. Explain physical and health education factual, procedural and conceptual knwoledge. ii. Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. iii. Apply physical and health terminology effectively to communicate understanding.	Objective C: Appying and performing. i. Demonstrate and apply a range of skills and techniques effectively. ii. Demonstrate and apply a range of strategies and movement concepts. iii. Analyse and apply information to perform effectively. Objective D: Reflecting and Improving Performance	Knowing and Understanding; apply physical and health terminology effectively to communicate understanding. Objective B: Planning for performance; design, explain and justify plans to improve physical performance and health. Objective C: Applying and performing; demonstrate and apply a range of skills and techniques effectively, demonstrate and apply a range of strategies and movement concepts, analyse and apply information to perform effectively. Objective D: Reflecting and improving performance; explain and demonstrate strategies to enhance interpersonal skills, analyse and evaluate performance.	Objective C: Applying and Performingi. demonstrate and apply a range of skills and techniques effectively. ii. Demonstrate and apply a range of strategies and movement concepts effectively. Obective D: Reflecting and improving performance. i. explain and demonstrate strategies to enhance interpersonal skills.
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ATL Skills	Self- Management: Organization Skills - Students will exchange thoughts, messages and information effectively through interaction, give and receive meaningful feedback and negotiate ideas and knowledge with peers and teachers while practicing empathy.	Self- Management: Organization Skills - Students will set goals that are challenging and realistic. Plan strategies and take action to achieve personal and academic goals.	Thinking: Creative-Thinking Skills - Students will create original works and ideas; use existing works and ideas in new ways.	Thinking: Creative-Thinking Skills - Students will create original works and ideas; use existing works and ideas in new ways.	Affective Skills: Emotional management and Self-Motivation	Transfer Skills: Change the contest of an inquiry to gain different perspectives.	Communication Skills: Exchanging thoughts, messages and information effectively through interaction; Reading writing and using language to gather and communicate information. Collaboration Skills: Working effectively with others	Collaboration Skills: Practise empathy, delegate and share responsibility for decision-making, help others succeed, take responsibility for one's own actions, listen actively to other perspectives and ideas, encourage others to contribute, advocate for one's own rights and needs.
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			P	HE 2019-2020 Subj	ect Group Overvie	W		
	Quar	ter 1	Quar	ter 2	Quai	ter 3	Quarter 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Weeks	5 Weeks	2 Weekws	5 weeks	5 Weeks	4 Weeks	4 Weeks	4 Weeks	3 Weeks
Unit Name	Relational Capacity (Teambuiding)	Flag Football	Veight Training Unit 1	Beginning Swimming	Beginning Swimming	Tabata	Volleyball	Kickball
Key Concept	Relationships	Communication	Change, Development, Relationships	Change	Communication	Change	Communication	Change
Related Concept(s)	Interaction and Perspectives	Interaction and Perspective	Adaptation, Energy, Movement	Adaptation and Energy	Choice	Adaptation and Energy	Choice	Function
Global	Identities and	Identities and	Identities and	Identities and	Identities and	Fairness and	Identities and	Fairness and
Context	Relationships	Relationships	Relationships	Relationships	Relationships	Development	Relationships	Development
Statement of Inquiry	Cooperation happens when relationships are created through interactions and an appreciation of different perspectives	Communication develops team interaction, and can maintain a leader's perspective.	Adaptation causes change in movement that trnasforms energy allowing human capability and development to grow.	Body systems adapt to changing training methods in the water	Students that do well learning skills, knowledge and enhancements, in a team orientated sport are learning lessons and skills that will carry on and help them later on in life.	Adaptation causes change in movmeent that transforms energy allowing human capability and development to grow.	Students that do well learning skills, knowledge and enhancements, in a team oriented sport are learning lessons and skills that will carry on and help them later on in life.	Participants in sport can bring different perspectives to the development and application of technique, rules and game play.

effectively.

strategies to

performance.

ATL Skills	Students will exchange thoughts, messages and information effectively through interaction, give and receive meaningful feedback and negotiate ideas and knowledge with peers and	Explain what your perspective was and how you were influenced to interact with your team	Communication skills. Students will exchange thoughts, messages and information effectively through interaction while giving and receiving meaningful feedback.	Communication skills. Students will exchange thoughts, message s and information effectively thgrough interaction. Give and receive meaningful feedback.	Commuincation skills. Exchanging throughts, messages and information effectively through interaction. Reading, writing and using language to gather and commuinicate information.	Communication skills: Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and commnicate information.	Communication Skills: Exchanging thoughts, messages and information effectively through interaction; Reading writing and using language to gather and communicate information.	Collaboration skills: Working effectively with others.
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			We	eights 2019-2020 Su	bject Group Overview			
	Quar	ter 1	Quar	ter 2	Quar	ter 3	Quar	ter 4
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Weeks	5 Weeks	4 Weekws	1 week	8 Weeks	5 Weeks	4 Weeks	4 Weeks	5 Weeks
Unit Name	Relational Capacity (Teambuiding)	Body Weight Introduction	Pre Testing 1RM Every major body part compound movements	Weight Training General Conditioning	Hypertrophy Strength Phase	Crossfit/hiiT	Strength Phase	Power phase/ 1RM
Key Concept	Relationships	connections	Change. Development	Change	connections development movement	Change	Function	Change
Related Concept(s)	Interaction and Perspectives	movement	Adaptation, Energy, Movement	Adaptation and Energy	Refinement	Adaptation and Energy	Systems	Function
Global Context	Identities and Relationships	Orientation in space and time	Identities and Relationships	Identities and Relationships	Personal and Cultural expression	Globalization and Stability	Scientific and Ted	Orientation in space and time
Statement of Inquiry	Cooperation happens when relationships are created through interactions and an appreciation of different perspectives	every action/movemen t requires a muscle group to fire inorder to move the human body in space and time .	Adaptation causes change in movement that trnasforms energy allowing human capability and development to grow.	Body systems adapt to changing training methods in the water	personal expression can be obtained through body building and weight training	HIIT training can and is performed all around the world. It is performed by many differnt groups , social; ecinomical; political. This type of training takes less monatary demand than any other.	Scientific and Technical innovation is what gaining muscular strength is derived from.	Mental and physical toughness is aided by stength training.

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							Objective A:		
							Knowing and		
							understanding.		
							Apply physical		
							and health		
							education		
							knowledge to	Objective A:	
						Objective A:	analyse issues	Knowing and	
						Knowing and	and solve	Understanding;	
						understanding;	problems set in	apply physical	
						apply physical	familiar and	and health	
						and health	unfamiliar	terminology	
					Objective A:	terminology	situations.	effectively to	
					Knowing and	effectively to	Objective B:	communicate	Objective A:
					Understanding. i.	communicate	Planning and	understanding.	Knowing and
					Explain physical	understanding. B.	performance.	Objective B:	understanding;
					health education	Planning for	Design, explain	Planning for	apply physical
					factual,	performance;	and justify plans	performance;	and health
				Objective C:	procedural and	design, explain	to improve	design, explain	terminology
				Appying and	conceptual	and justify plans	physical	and justify plans	effectively to
				performing. i.	knowledge;	to improve	performance and	to improve	communicate
		Objective D:		Demonstrate and	Objective B:	phyhsical	health. Objective	physical	understanding.
		Reflecting and		apply a range of	Planning for	performance and	C: Applying and	performance and	Objective C:
		improving		skills and	perforamnce. ii.	health. C.	performing.	health. Objective	Applying and
		performance. i.		techniques	Design, explain	Applying and	Demonstrate and	C: Applying and	performing;
		Explain and		effectively. ii.	and justify plans	performing;	apply a range of	performing;	demonstrate and
		demonstrate	Objective C-	Demonstrate and	to improve	demonstrate and	skills and	demonstrate and	apply a range of
	NAVD Cubinet	strategies to	Strand 1: i:	apply a range of	physical	apply a range of skills and	techniques	apply a range of	skills and
	MYP Subject	enhance	demondtrate and	strategies and	performance and	techniques	effectively;	skills and	techniques
	Group Objectives	interpersonal	apply a range of	movement	health. Objective	effectively;	demonstrate and	techniques	effectively, demonstrate and
	Objectives	skills. ii. analyse and evaluate the	skills and	concepts. iii.	C: Applying and perorming. i.	demonstrate and	apply a range of strategies and	effectively,	apply a range of
		effecitveness of a	techniques skills.	Analyse and	demonstrate and	apply a range of	movement	demonstrate and	strategies and
		plan based on		apply	apply a range of	strategies and	concepts; analyse	apply a range of	movement
		the outcome. iii.		information to	skills and	movement	and apply	strategies and	concepts, analyse
		analyse and		perform	techniques	concepts.;	information to	movement	and apply
		evaluate		effectively.	effectively. ii.	analyse and	perform	concepts, analyse	information to
		performance.		Objective D:	Demonstrate and	apply	effectively.	and apply	perform
		perrormance.		Reflecting and	apply a range of	information to	Objective D:	information to	effectively.
				Improving	strategies and	perform	Reflecting and	perform	Objective D:
				Performance	movement	effectively. D.	improving	effectively.	Reflecting and
					concepts. iii.	Reflecting and	performance.	Objective D:	improving
					Analyse and	improving	Ddevelop goals	Reflecting and	performance;
					apply	performance;	and apply	improving	analyse and
					information to	explain and	strategies to	performance;	evaluate
					perform	demonstrate	enhance	explain and	performance.
		1	1		66	1		demonstrate	

effectively.

strategies to

performance.

ATL Skills	Students will exchange thoughts, messages and information effectively through interaction, give and receive meaningful feedback and negotiate ideas and knowledge with peers and teachers while practicing empathy.	Self managament. Students will use the appropriate strategies for organizing complex information.	Communication skills. Students will exchange thoughts, messages and information effectively through interaction while giving and receiving meaningful feedback.	Communication skills. Students will exchange thoughts, message s and information effectively thgrough interaction. Give and receive meaningful feedback.	Affective Skills: Mindfullness awareness. practise focus and connection. practise startegies to develop mental focus. practise stategies to overcome distractions. practise being aware of body- mind-muscle connections.	Communication skills: Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and commnicate information. Collaboration skills: working effectively with others. Selfmanagement: Organization skills - managing time and tasks effectively. Research: Information literacy skills - finding, interpreting, judging and creating information.	Self Management: Demondtration presistance and perserverance, practise delaying gratification.	Affective Skills: Practise analysing and attributing causes for failure. Practise managing self- talk. practise positve thinking.
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			Swir	Swimming 2019-2020 Subject Group Overview				
	Quar	ter 1	Quar	Quarter 2		ter 3	Quar	ter 4
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Weeks	2 Weeks	3 Weeks	4 weeks	4 Weeks	2 Weeks	3 Weeks	4 Weeks	3 Weeks
Unit Name	Relational Capacity (Teambuiding)	Water Exploration	Primary Skills	Stroke Readiness	Teaching Activities: Drills and Games	Stroke Development	Volleyball	Kickball
Key Concept	Relationships	Development	Change and Development	Change and Development	Communication	Change	Communication	Change
Related Concept(s)	Interaction and Perspectives	Adaptation, Energy Movement	Adaptation, Energy, Movement	Adaptation and Energy	Choice	Adaptation and Energy	Choice	Function
Global Context	Identities and Relationships	Identities and Relationships, Adaptation	Identities and Relationships, Adaptation	Identities and Relationships	Identities and Relationships	Fairness and Development	Identities and Relationships	Fairness and Development
Statement of Inquiry	Cooperation happens when relationships are created through interactions and an appreciation of different perspectives	The adaptation to water will help create a workout system that will allow the body to adapt, and progress.	Adaptation causes change in movement that trnasforms energy allowing human capability and development to grow.	Body systems adapt to changing training methods in the water	Students that do well learning skills, knowledge and enhancements, in a team orientated sport are learning lessons and skills that will carry on and help them later on in life.	Adaptation causes change in movmeent that transforms energy allowing human capability and development to grow.	Students that do well learning skills, knowledge and enhancements, in a team oriented sport are learning lessons and skills that will carry on and help them later on in life.	Participants in sport can bring different perspectives to the development and application of technique, rules and game play.

MYP Subject Group Objectives	Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effecitveness of a plan based on the outcome. iii. analyse and evaluate performance.	Objective B: Planning and Performance. i. Develop goals to enhance performance. Objective D: Reflecting and improving performance ii. analyze and evaluate the effectiveness of a plan based on the outcome.	Objective C: Appying and performing. i. Demonstrate and apply a range of skills and techniques effectively. ii. Demonstrate and apply a range of strategies and movement concepts. iii. Analyse and apply information to perform effectively. Objective D: Reflecting and Improving Performance	Objective A: Knowing and Understanding. i. Explain physical health education factual, procedural and conceptual knowledge; Objective B: Planning for perforamnce. ii. Design, explain and justify plans to improve physical performance and health. Objective C: Applying and perorming. i. demonstrate and apply a range of skills and techniques effectively. ii. Demonstrate and apply a range of strategies and movement concepts. iii. Analyse and apply information to perform	Objective A: Knowing and understanding; apply physical and health terminology effectively to communicate understanding. B. Planning for performance; design, explain and justify plans to improve phyhsical performance and health. C. Applying and performing; demonstrate and apply a range of skills and techniques effectively; demonstrate and apply a range of strategies and movement concepts.; analyse and apply information to perform effectively. D. Reflecting and improving performance; explain and demonstrate	Objective A: Knowing and understanding. Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Objective B: Planning and performance. Design, explain and justify plans to improve physical performance and health. Objective C: Applying and performing. Demonstrate and apply a range of skills and techniques effectively; demonstrate and apply a range of strategies and movement concepts; analyse and apply information to perform effectively. Objective D: Reflecting and improving performance. Ddevelop goals and apply strategies to enhance	Objective A: Knowing and Understanding; apply physical and health terminology effectively to communicate understanding. Objective B: Planning for performance; design, explain and justify plans to improve physical performance and health. Objective C: Applying and performing; demonstrate and apply a range of skills and techniques effectively, demonstrate and apply a range of strategies and movement concepts, analyse and apply information to perform effectively. Objective D: Reflecting and improving performance; explain and demonstrate	Objective A: Knowing and understanding; apply physical and health terminology effectively to communicate understanding. Objective C: Applying and performing; demonstrate and apply a range of skills and techniques effectively, demonstrate and apply a range of strategies and movement concepts, analyse and apply information to perform effectively. Objective D: Reflecting and improving performance; analyse and evaluate performance.
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effectively.

strategies to

performance.

	through interaction, give and receive meaningful	Self- Management: Organization Skills - Students will set goals that are challenging and realistic. Plan strategies and take action to achieve personal and academic goals.	Reflection skills. Students will develo new skill, techniques and strategies for effective learning. They will identify strengths and weaknesses of personal learning strategies.	Communication skills. Students will give and receive meaningful feedback. Use a variety of media, negotiate ideas and knowledge with teacher, collaborate with peers.	Commuincation skills. Exchanging throughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information.	Communication skills: Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and commnicate information.	Communication Skills: Exchanging thoughts, messages and information effectively through interaction; Reading writing and using language to gather and communicate information.	Collaboration skills: Working effectively with others.
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