

Dance/Fitness 2019-2020 Subject Group Overview

Quarter 1					Quarter 2			
Weeks	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	2 Weeks	2 Weeks	2 weeks	3 Weeks	4 Weeks	1 Week	2 Weeks	2 Weeks
Unit Name	Relational Capacity (Teambuilding)	Fitness Testing/ Goals	Choreography	Line Dances / Writing Choreography with Song Parts	Fitness	Tabata	Nutrition	Abstract Dance
Key Concept	Relationships	Development	Connections	Connections	Systems	Change	Connections	Form
Related Concept(s)	Interaction and Perspectives	Systems and Refinement	Interaction and Movement	Energy and Movement	Creative and Change	Adaptation and Energy	Choice and Perspective	Movement and Space
Global Context	Identities and Relationships: psychological and social development	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	Globalization 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 perspectives 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.

<p>MYP Subject Group Objectives</p>	<p>Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effectiveness of a plan based on the outcome. iii. analyse and evaluate performance.</p>	<p>Objective B: Planning and Performance. i. Develop goals to enhance performance. Objective D: Reflecting and improving performance ii. analyse and evaluate the effectiveness of a plan based on the outcome.</p>	<p>Objective C: Applying 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</p>	<p>Objective C: Applying and Performing iii. analyse and apply information to perform effectively. Objective D: Reflective and improving performance iii. analyse and evaluate performance</p>	<p>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 physical 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 strategies to</p>	<p>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. Develop goals and apply strategies to enhance performance.</p>	<p>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</p>	<p>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.</p>
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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	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.	Self-Management: Reflection Skills - Students will focus on the process of creating by imitating the work of others.	Communication skills. Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information. Collaboration	Communication skills: Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information. Collaboration	Communication Skills: Exchanging thoughts, messages and information effectively through interaction; Reading writing and using language to gather and communicate information. Collaboration	Collaboration skills: Working effectively with others.
2019-2020 Subject Group Overview								
Quarter 3						Quarter 4		
Weeks	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1 Week	1 Weeks	2 weeks	4 Week	1 weeks	4 weeks	1 Weeks	1 Weeks
Unit Name	Relational Capacity (Teambuilding)	Fitness Testing/Goals	Expression/Body Planes	Decades Dance/History	Healthy Relationships	Cultural Dance	Nutrition	Partner Dance
Key Concept	Relationships	Development	Time, Place, and Space	Identity	Relationships	Global Interactions	Connections	Connections
Related Concept(s)	Interaction and Perspectives	Systems and Refinement	Energy and Movement	Perspective and Interactions	Interaction and Perspective	Perspectives and Movement	Choice and Perspective	Interaction and Adaptation
Global Context	Identities and Relationships: psychological and social development	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	Relationships are developed through interaction of different perspectives 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.	The energy in movement throughout time, place, and space can impact the art, craft, creation, and beauty of a dance.	Identifying the epochs, eras, turning 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, self-esteem, and status.	Global interactions expand perspectives and movements by social constructions 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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<p>MYP Subject Group Objectives</p>	<p>Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effectiveness of a plan based on the outcome. iii. analyse and evaluate performance.</p>	<p>Objective B: Planning and Performance. i. Develop goals to enhance performance. Objective D: Reflecting and improving performance ii. analyse and evaluate the effectiveness of a plan based on the outcome.</p>	<p>Objective C: iii. analyse and apply information to perform effectively. Objective D: iii. Analyse and evaluate performance.</p>	<p>Objective C: Applying 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</p>	<p>Objective A: Knowing and Understanding. i. Explain physical and health education factual, procedural and conceptual knowledge. 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.</p>	<p>Objective C: Applying 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</p>	<p>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 strategies to enhance interpersonal skills, analyse and evaluate performance.</p>	<p>Objective C: Applying and Performing. i. demonstrate and apply a range of skills and techniques effectively. ii. Demonstrate and apply a range of strategies and movement concepts effectively. Objective D: Reflecting and improving performance. i. explain and demonstrate strategies to enhance interpersonal skills.</p>
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ATL Skills	<p>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.</p>	<p>Self-Management: Organization Skills - Students will set goals that are challenging and realistic. Plan strategies and take action to achieve personal and academic goals.</p>	<p>Thinking: Creative-Thinking Skills - Students will create original works and ideas; use existing works and ideas in new ways.</p>	<p>Thinking: Creative-Thinking Skills - Students will create original works and ideas; use existing works and ideas in new ways.</p>	<p>Affective Skills: Emotional management and Self-Motivation</p>	<p>Transfer Skills: Change the context of an inquiry to gain different perspectives.</p>	<p>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</p>	<p>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.</p>
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PHE 2019-2020 Subject Group Overview								
	Quarter 1		Quarter 2		Quarter 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 (Teambuilding)	Flag Football	Weight 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 Context	Identities and Relationships	Identities and Relationships	Identities and Relationships	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	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.

<p>MYP Subject Group Objectives</p>	<p>Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effectiveness of a plan based on the outcome. iii. analyse and evaluate performance.</p>	<p>Objective D - Strand 1: Explain and demonstrate strategies to enhance interpersonal skills.</p>	<p>Objective C: Applying 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</p>	<p>Objective A: Knowing and Understanding. i. Explain physical health education factual, procedural and conceptual knowledge; Objective B: Planning for performance. ii. Design, explain and justify plans to improve physical performance and health. Objective C: Applying 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.</p>	<p>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 physical 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 strategies to</p>	<p>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. Develop goals and apply strategies to enhance performance.</p>	<p>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</p>	<p>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.</p>
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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	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, messages and information effectively through interaction. Give and receive meaningful feedback.	Communication skills. Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information. Collaboration	Communication skills: Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information. Collaboration	Communication Skills: Exchanging thoughts, messages and information effectively through interaction; Reading writing and using language to gather and communicate information. Collaboration	Collaboration skills: Working effectively with others.
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	Weights 2019-2020 Subject Group Overview							
	Quarter 1		Quarter 2		Quarter 3		Quarter 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 (Teambuilding)	Body Weight Introduction	Pre Testing 1RM Every body major 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 Tec	Orientation in space and time
Statement of Inquiry	Cooperation happens when relationships are created through interactions and an appreciation of different perspectives	every action/movement requires a muscle group to fire in order to move the human body in space and time .	Adaptation causes change in movement that transforms 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 different groups , social; economical; political. This type of training takes less monetary demand than any other.	Scientific and Technical innovation is what gaining muscular strength is derived from.	Mental and physical toughness is aided by strength training.

<p>MYP Subject Group Objectives</p>	<p>Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effectiveness of a plan based on the outcome. iii. analyse and evaluate performance.</p>	<p>Objective C- Strand 1: i: demonstrate and apply a range of skills and techniques skills.</p>	<p>Objective C: Applying 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</p>	<p>Objective A: Knowing and Understanding. i. Explain physical health education factual, procedural and conceptual knowledge; Objective B: Planning for performance. ii. Design, explain and justify plans to improve physical performance and health. Objective C: Applying 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.</p>	<p>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 physical 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 strategies to</p>	<p>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. Develop goals and apply strategies to enhance performance.</p>	<p>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</p>	<p>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.</p>
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<p>ATL Skills</p>	<p>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.</p>	<p>Self managment. Students will use the appropriate strategies for organizing complex information.</p>	<p>Communication skills. Students will exchange thoughts, messages and information effectively through interaction while giving and receiving meaningful feedback.</p>	<p>Communication skills. Students will exchange thoughts, message s and information effectively thgrough interaction. Give and receive meaningful feedback.</p>	<p>Affective Skills: Mindfullness awareness. practise focus and connection. practise startegies to develop mental focus. practise strategies to overcome distractions. practise being aware of body-mind-muscle connections.</p>	<p>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. Self-management: Organization skills - managing time and tasks effectively. Research: Information literacy skills - finding, interpreting, judging and creating information.</p>	<p>Self Management: Demondtration presistance and perserverance, practise delaying gratification.</p>	<p>Affective Skills: Practise analysing and attributing causes for failure. Practise managing self-talk. practise positive thinking.</p>
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	Swimming 2019-2020 Subject Group Overview							
	Quarter 1		Quarter 2		Quarter 3		Quarter 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 (Teambuilding)	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.

<p>MYP Subject Group Objectives</p>	<p>Objective D: Reflecting and improving performance. i. Explain and demonstrate strategies to enhance interpersonal skills. ii. analyse and evaluate the effectiveness of a plan based on the outcome. iii. analyse and evaluate performance.</p>	<p>Objective B: Planning and Performance. i. Develop goals to enhance performance. Objective D: Reflecting and improving performance ii. analyse and evaluate the effectiveness of a plan based on the outcome.</p>	<p>Objective C: Applying 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</p>	<p>Objective A: Knowing and Understanding. i. Explain physical health education factual, procedural and conceptual knowledge; Objective B: Planning for performance. ii. Design, explain and justify plans to improve physical performance and health. Objective C: Applying 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.</p>	<p>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 physical 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 strategies to</p>	<p>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. Develop goals and apply strategies to enhance performance.</p>	<p>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</p>	<p>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.</p>
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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	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 develop new skills, 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.	Communication skills. Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information. Collaboration	Communication skills: Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information. Collaboration	Communication Skills: Exchanging thoughts, messages and information effectively through interaction; Reading writing and using language to gather and communicate information. Collaboration	Collaboration skills: Working effectively with others.
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