

# Physical & Health Education SUBJECT OVERVIEW Carl Hankey School 2018-19

SUBJECT: PE

MYP Year 3

TEACHER: Paterno

Unit Title Time Frame	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry	MYP Subject Objectives	ATL Skills	Content
Dance Moves Squared (25 hrs)	Aesthetics	Movement	<p><b>Personal and Cultural Expression</b></p> <p><b>Physical health</b></p>	<p>Conceptual Understanding: Varying <b>movement</b> creates an <b>aesthetic</b>.</p> <p>Statement of Inquiry: Varying <b>movement</b> through <b>physical health</b> creates an <b>aesthetic</b></p>	<p>A. Knowing &amp; Understanding i. Demonstrate knowledge and understanding of the dance movements studied, including concepts of movement, transitions, and the use of subject-specific terminology.</p> <p>B. Planning for Performance ii. Analyze and evaluate the effectiveness of a plan based on the outcome</p> <p>C. Applying and Performing iii. Demonstrate and apply a range of</p>	<p><b>Communication Skills:</b> (ATL Category: Communication, ATL Cluster: Communication skills).</p> <p><b>Collaboration Skills-</b> (ATL Category: Social, ATL Cluster: Collaboration Skills)</p> <p>(ATL Category: Social, ATL Cluster: Collaboration</p>	<p>1.1 Identify and demonstrate square dance steps, positions, and patterns set to music. 1.2 Create and perform a square dance.</p> <p>1.8 Develop, refine, and demonstrate routines to music.</p> <p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.</p> <p>2.4 Identify the characteristics of a highly skilled</p>

					<p>strategies and movement concepts effectively.</p> <p>D. Reflecting and Improving Performance iii. Analyze and evaluate performance</p>	<p>Skills) <b>Reflection Skills-</b>  (ATL Category: Self-management, ATL Cluster:Reflection Skills)</p>	<p>performance for the purpose of improving one's own performance.</p>	
Sports Across The Globe (30 hours)	Relationships	Balance & Interaction	<p>Personal and Cultural Expression</p> <p>Social constructions of reality;</p> <p>philosophies and ways of life;</p> <p>belief systems; ritual and play</p>	<p>Through balance and interaction in sports, athletes' build relationships that help develop philosophies and ways of life.</p>	<p>Dii: Develop goals and apply strategies to enhance performance.</p> <p>A. Knowing &amp; Understanding i. Demonstrate knowledge and understanding of the sport/skill studied, including concepts, processes, and the use of subject-specific terminology</p> <p>B. Developing Skills ii. Demonstrate the application of skills and</p>	<p>Communication Skills-(ATL Category: Social, ATL Cluster:Communication skills).</p> <p>Collaboration Skills-(ATL Category: Social, ATL Cluster:Collaboration Skills)</p> <p>Reflection Skills-(ATL Category: Self-management, ATL Cluster:Reflection</p>	<p>3.3-Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).</p> <p>5.2 Accept responsibility for individual improvement. Social Interaction</p> <p>5.3 Demonstrate an acceptance of differences in physical development and</p>	

					<p>techniques to create, perform and/or present the movements and concepts taught.</p> <p>C. Thinking Creatively iii. Demonstrate the ability to transfer movements to other genres/sports/skills.</p> <p>D. Responding iii. Critique and analyse the skills of self and others.</p>	Skills)	<p>personal preferences as they affect participation in physical activity.</p> <p>5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.</p> <p>5.5 Identify the responsibilities of a leader in physical activity.</p>	
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