

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Unit Title</b>	We Building	Let's Get Physical	Fitness Testing	Me Building	We Games	Small Group Games
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Skills &amp; Knowledge</li> <li>• Engagement</li> <li>• Personal &amp; Social</li> </ul>	<ul style="list-style-type: none"> <li>• Skills &amp; Knowledge</li> <li>• Engagement</li> <li>• Personal &amp; Social</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Skills &amp; Knowledge</li> <li>• Engagement</li> <li>• Personal &amp; Social</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Skills &amp; Knowledge</li> <li>• Engagement</li> <li>• Personal &amp; Social</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Skills and Knowledge</li> <li>• Engagement</li> <li>• Personal and Social</li> </ul>	<ul style="list-style-type: none"> <li>• Skills and Knowledge</li> <li>• Engagement</li> <li>• Personal and Social</li> </ul>
<b>Key &amp; Related Concepts</b>	<b>Key:</b> Communication <b>Related:</b> Perspectives	<b>Key:</b> Relationships <b>Related:</b> Movement	<b>Key:</b> Change <b>Related:</b> Refinement Adaptation	<b>Key:</b> Change <b>Related:</b> Function Choice	<b>Key:</b> Communication <b>Related:</b> Balance Choice	<b>Key:</b> Relationships <b>Related:</b> Interaction Space
<b>Global Context &amp; Exploration</b>	Identities and Relationships <i>-Competition and cooperation; teams, affiliation and leadership</i>	Fairness and Development <i>-Human capability and development; social entrepreneurs</i>	Orientation in Time and Space <i>-Scale, duration, frequency and variability</i>	Identities and Relationships <i>-physical, psychological and social development; transitions; health and well-being; lifestyle choices.</i>	Identities and Relationships <i>- physical, psychological and social development; transitions; health and well-being; lifestyle choices.</i>	Identities and Relationships <i>-personal efficacy and agency; attitudes, motivation, independence; happiness and the good life</i>
<b>Statement of Inquiry</b>	Positive interactions between team members enhances communication and builds relationships and cooperation.	Relationships and movement can improve what one is humanly capable of.	Being physically fit and aware of one's changing body, allows for to adaptation and refinement of one's fitness level.	Making functional changes to one's workout will improve lifestyle choices.	Effective communication is important in having balanced teams and making good choices to further their physical, psychological, and social development.	Relationships with one's partner and learning to interact in the limited space can improve attitude and motivation.
<b>Inquiry Questions</b>	<b>F</b> – What is a team? <b>C</b> – Can I find teams everywhere? <b>D</b> – Can we survive without interactions with others?	<b>F</b> – What is the purpose of doing stations? <b>C</b> – How does station work compare with other physical activities? <b>D</b> – Is station work the only way to improve over fitness?	<b>F</b> – What are the Fitness Gram Standard for someone my age & gender? <b>C</b> – How can I adapt & refine my level of fitness? <b>D</b> – Can certain exercises help improve my level of fitness?	<b>F</b> – What exercises should I choose for my workout? <b>C</b> – How do I put together exercises to build a workout routine? <b>D</b> – Does everyone need to workout?	<b>F</b> – What can team members do to communicate better? <b>C</b> – How does communication promote effective teamwork? <b>D</b> – What makes an effective system of communication during team play?	<b>F</b> – What does it mean to interact with team members? <b>C</b> – How does my interaction with my team members affect my team? <b>D</b> – If I am an active and meaningful team member, will my team be successful?
<b>Approaches to Learning</b>	<b>Communication Skills:</b> negotiate ideas and knowledge with peers and teachers <b>Collaboration Skills:</b> give and receive meaningful feedback	<b>Collaboration Skills:</b> help others to succeed	<b>Communication Skills:</b> give and receive meaningful feedback	<b>Communication Skills:</b> make inferences and draw conclusions <b>Organization Skills:</b> set goals that are challenging and realistic	<b>Collaboration Skills:</b> help others to succeed, make fair and equitable decisions	<b>Communication Skills:</b> interpret and use effectively modes of non-verbal communication <b>Collaboration Skills:</b> take responsibility for one's own actions
<b>Culminating Task</b>	Insanity	Create Stations	Fitness test performances	Create a warm up & cool down routine	Video of their performance	Written Narrative Teacher observation of student performance

Year 1

	MYP Criteria	A & C	B	C	B & D	A & C	A & D
<b>Year 2</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 1</b>	<b>Unit 2</b>
	<b>Unit Title</b>	We Building: Year 2	Let's Get Physical: Year 2	Fitness Gram	Me Building: Year 2	Large Group Games	Small Group Games
	<b>Topics</b>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> <li>Engagement</li> <li>Personal &amp; Social</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> <li>Engagement</li> <li>Personal &amp; Social</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> <li>Engagement</li> <li>Personal &amp; Social</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> <li>Engagement</li> <li>Personal &amp; Social</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> <li>Personal &amp; Social</li> <li>Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> <li>Personal &amp; Social</li> <li>Engagement</li> </ul>
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Relationships <b>Related:</b> Perspectives, Communication	<b>Key:</b> Relationships <b>Related:</b> Movement	<b>Key:</b> Change <b>Related:</b> Refinement, adaptation	<b>Key:</b> Change <b>Related:</b> Refinement	<b>Key:</b> Relationships <b>Related:</b> Function Interaction	<b>Key:</b> Relationships <b>Related:</b> Interaction, space
	<b>Global Context &amp; Exploration</b>	Fairness and Development <i>- inequality, difference, inclusion</i>	Identities and Relationships <i>- identity formation, self-esteem, status, roles and role models</i>	Scientific and Technical Innovation <i>- adaptation, ingenuity, progress</i>	Personal and Cultural Expression <i>- metacognition and abstract thinking</i>	Identities and Relationships <i>- competition and cooperation; teams, affiliation and leadership</i>	Identities and Relationships <i>- physical, psychological and social development; transitions; health and well-being; lifestyle choices</i>
	<b>Statement of Inquiry</b>	Teams function best and reduce conflicts when members build relationships, and seek to understand the perspective of others.	Students will understand that relationships and movement can improve what they are humanly capable of.	Individuals will understand how to change daily routine to adapt and refine their fitness level.	Change occurs when we refine our choices based on past experiences.	Evaluating the impact of relationships can improve interaction and social development.	Relationships can impact the interaction students have in their group and how they perform.
	<b>Inquiry Questions</b>	<b>F:</b> What are characteristics of a team player? <b>C:</b> Does a team's function improve when all perspectives are considered? <b>D:</b> Is there an "I" in team?	<b>F:</b> What is the purpose of doing stations? <b>C:</b> How does station work compare with other physical activities? <b>D:</b> Is station work the only way to improve overall fitness?	<b>F:</b> Why do we fitness test? <b>C:</b> How will you continue to be physically fit? <b>D:</b> Do you see yourself staying physically fit throughout your lifetime?	<b>F:</b> What do I need to know to improve my fitness level? <b>C:</b> How does my culture affect my choices? <b>D:</b> Should everyone do the same workouts?	<b>F:</b> What can team members do to interact appropriately with other team members? <b>C:</b> Why is it important to relate well with your team members? <b>D:</b> What are ways to improve the relationships of your team members?	<b>F:</b> What are the rules to each game? <b>C:</b> How does my interaction with others affect the game? <b>D:</b> Do I need to know the rules of the game to develop a positive relationship with others?
	<b>Approaches to Learning</b>	<b>Communication Skills:</b> give and receive meaningful feedback <b>Collaboration Skills:</b> make fair and equitable decisions	<b>Collaboration Skills:</b> take responsibility for one's own actions	<b>Information Literacy Skills:</b> process data and report results	<b>Organization Skills:</b> Plan strategies and take action to achieve personal and academic goals	<b>Affective Skills:</b> perseverance – demonstrate perseverance and persistence	<b>Collaboration Skills:</b> take responsibility for one's own actions
	<b>Culminating Task</b>	16 square maze	Station creation	Fitness test performances	Create a written workout	Skill demonstration	Large group games relationship reflection
	<b>MYP Criteria</b>	A	B	C	B, D	A, C	A, D
<b>Y</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	
	<b>Unit Title</b>	We Building: Year 3	Fitness Gram 3	Me Building: Year 3	We Games: Year 3	Me Games: Year 3	
	<b>Topics</b>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Knowledge</li> </ul>	

	<ul style="list-style-type: none"> <li>Engagement</li> <li>Personal &amp; Social</li> </ul>	<ul style="list-style-type: none"> <li>Engagement</li> <li>Personal &amp; Social</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Engagement</li> <li>Personal &amp; Social</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Personal &amp; Social</li> <li>Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Personal &amp; Social</li> <li>Engagement</li> </ul>	
<b>Key &amp; Related Concepts</b>	<b>Key:</b> Change <b>Related:</b> Adaptation	<b>Key:</b> Change <b>Related:</b> Refinement, adaptation	<b>Key:</b> Change <b>Related:</b> Refinement	<b>Key:</b> Change <b>Related:</b> Adaptation, Movement	<b>Key:</b> Relationships <b>Related:</b> Balance, Movement	
<b>Global Context &amp; Exploration</b>	Identities and Relationships <i>- roles and role models</i>	Identities and relationships <i>-health and well-being</i>	Identities and relationships <i>- transitions</i>	Identities and Relationships <i>- competition and cooperation</i>	Identities and Relationships <i>- attitudes, motivation, independence</i>	
<b>Statement of Inquiry</b>	To make progress, students should be able to adapt and change in any given situation by knowing their role.	Through refinement and adaptation, changes can be made to improve health and well-being.	Change occurs when we refine our choices based on past experiences.	Change of strategies within competition requires adaptation of individual roles for the team to be successful.	Relationships need to be balanced so movement can be independent.	
<b>Inquiry Questions</b>	<b>F:</b> What should my role be as a team member? <b>C:</b> How can having a role improve your team? <b>D:</b> Does everyone on the team need a role?	<b>F:</b> What changes can be made to improve physical health? <b>C:</b> How can these changes improve health and well-being? <b>D:</b> Does an adaptation or change have the same effect on all people's overall health?	<b>F:</b> What do I need to know to improve my fitness level? <b>C:</b> How does my culture do my past experiences affect my choice? <b>D:</b> Should everyone do the same work out?	<b>F:</b> What are the specific roles or positions in the game? <b>C:</b> Why is it important to transition well from offense to defense? <b>D:</b> What are the most efficient strategies for building an effective team?	<b>F:</b> What are the rules for each game? <b>C:</b> How does my interaction with other students during each game affect the game? <b>D:</b> Do I need to know the rules of the game to develop a positive relationship with others?	
<b>Approaches to Learning</b>	<b>Critical Thinking Skills:</b> practice observing carefully in order to recognize problems, recognize and evaluate propositions	<b>Organization Skills:</b> set goals that are challenging and realistic <b>Critical Thinking Skills:</b> interpret data	<b>Organization Skills:</b> plan strategies and take action to achieve personal and academic goals	<b>Critical Thinking Skills:</b> practice observing carefully in order to recognize problems, draw reasonable conclusions and generalizations	<b>Collaboration Skills:</b> give and receive meaningful feedback <b>Affective Skills:</b> self-motivation – practice positive thinking	
<b>Culminating Task</b>	Fling It Dynamic Barrier	Fitness test performances	Fitness project	Teamwork Journal	Small group games reflection Teacher Observation	
<b>MYP Criteria</b>	A	C	B, C	A, D	B, D	