

Health and Physical Education

Subject Group Overview

Years 1-5:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Team Sports	<p>Communication</p> <p>Interaction, Adaptation</p> <p>Identities and Relationships: Competition and Cooperations</p>	<p>Adapting skills and interactions through communication can change competition and cooperation.</p>	<p>Factual— What are the forms of communication? What positions are necessary to play?</p> <p>Conceptual— How can we have healthy competition? How can we communicate? How do positive interactions impact competition and cooperation?</p> <p>Debatable— Is technology always an asset when looking at improvement of skills? Is verbal communication always best? Could your strategy increase competition or cooperative aspects of the game?</p>	<p>Self management- Reflection</p> <p>Social- Collaboration skills</p>	<p>Students will use the Hudl app to self-assess skills in soccer. They will have the opportunity to record up to three attempts after practicing the skills in a variety of ways during the unit. During skill building for the self assessments, students worked with partners, small groups, and teams in a variety of activities and games related to soccer.</p> <p>A. Soccer Hudl Video and Reflection, B. Planning for Performance, C. What it takes to build a team project, D. Knowledge of sport summative E. Rugby knowledge test</p>	<p>Criterion A: Knowledge MYP 5,</p> <p>Criterion C: Performance MYP 1, 3, 5,</p> <p>Criterion D: Reflection: MYP 1, 3, 5</p>	<p>NHES, NPES</p> <p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</p>

					Team Building, Ultimate Frisbee, Rugby, Tchoukball, Omnikin		
Unit 2: Health and Wellness	Relationships Adaptation, Choice, Refinement Identities and Relationships: Lifestyle Choices	Relationships impact the lifestyle choices we make and our ability to adapt and refine.	Factual— What is a relationship? Conceptual—How do relationships impact your lifestyle and choices? Debatable— Should you refine your choices? Is there a best way to adapt to our relationships?	Communication Self management- Planning and Reflection	Year 1: Guided notes and goal setting summative. Relationships impact lifestyle choices and students will explore the choices that they have in their health and wellness, mental health, pressure to to partake in risk behaviors and when discovering human sexuality. The exploration into the information and application of adapting and refinement of skills will be used in order to help student life healthy lifestyles based on positive choices. Year 2 and 3: Relationships impact lifestyle choices and students will explore the choices that they have in their health and wellness, mental health, pressure to utilize ATOD substances and when discovering human sexuality. The exploration into the information and	A. Knowing and understandi ng- MYP 1,3, B. Planning for Performanc e-MYP 1,3,5, D. Reflecting and Improving Performanc e-MYP 1,3,5	NHES, NPES Health Education: Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Physical Education:

					<p>application of adapting and refinement of skills will be used in order to help student live healthy lifestyles based on positive choices.</p> <p>A. Guided Notes Packet, B. Goal Setting, D, Goal Setting</p>		<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Unit 3: Fitness Testing</p>	<p>Change Movement, Refinement</p> <p>Identities and Relationships: Personal Efficacy and Self-Management</p>	<p>Change of our overall health and wellness comes from refinement of movements and identities and relationships.</p>	<p>Factual— What is proper form for push ups, curl ups, sit n reach? What is necessary for completing each assessment?</p> <p>Conceptual— How can we change our health to refine our fitness? How can we help ourselves to be more successful? How does self-management impact our health?</p> <p>Debatable— If you reach the national standards, does that mean you're healthy?</p>	<p>Self-Management-Reflective Skills</p>	<p>The students will continue to explore the statement of inquiry into a health unit (Choices- Health and Wellness/Fitness and Nutrition) and set goals that will show how to refine and change to their overall health while exploring the different areas of health as well. The summative then has students set goals that will help them make progress towards refining movements and</p>	<p>B. Planning for performance,</p> <p>D. Reflecting and improving performance</p>	<p>NHES, NPES</p> <p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge,</p>

					changing their overall health through self management strategies (journaling, tracking, ect.)		self-expression and/or social interaction.
Unit 4: Lifetime Activities	Relationships Choice, Environment Personal and Cultural Expression	Developing relationships by demonstrating personal and cultural expression in a variety of environments and choice activities.	Factual— What are forms of relationships demonstrated in sport? Conceptual— How can the environment impact expression? How can we build relationships? How does choice in activity affect expression? Debatable— Is the main purpose of lifetime activities always building relationships? Is the potential to express yourself the best in a choice activity? Can the way you play affect relationships?	Self management skills-Reflection Social-Collaboration skills	Students can choose which sport they want to do a snap guide or knowledge of sport report on. By creating a snap guide or knowledge of sport for future students, this will create a positive learning environment and encourage students to take their learning into their own hands as well as help others with their learning.	Criterion A Knowing and understanding Criterion C Performance	Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Unit 5: Create a game COMING SOON!							