MYP Subject Area: Physical & Health Education									
Unit Title	**Key Concept**	**Related Concepts**	**Global Context**	**Statement of Inquiry**	**Subject Objectives & Strands**	**Overview of Summative Assessment Task**	**Approaches to Learning Skill Clusters**	**Content**	**Service Learning Opportunity**
Fitness Training	**Change**	Adaptation	Scientific and Technical Innovation	The human body will physically change and adapt when properly trained.	D: Reflecting and Improving Performance, B: Planning for Performance	Students develop their own fitness plan that ties into goals that were set at the beginning of the year.	III. Organization	Fitness principals (FITT), technique, muscle groups, planning	Students can create a free, fitness class of their choosing and implement it either at school or at the local park district.
Floor Hockey	**Communication**	**Interaction**	**Identities & Relationships: competition and cooperation; teams, affiliation and leadership.**	The ability to communicate thru various forms can lead to more success.	A: Knowing & Understanding, D: Reflecting & Improving Performance	Written Test (A), From the perspective of a sports announcer, compose a narrative explaining how players involved in a floor hockey game utilized different aspects of communication.	I. Communication	Rules, basic skills, Penalties, strategy	
Yoga	**Identity**	**Balance**	**Personal & Cultural Expression**	Balancing the aspects of your life will be beneficial in many ways.	B: Planning for Performance, D: Improving Performance	Create your own yoga instruction plan as part of a physical therapy session to help strenghthen muscles from a certain injury	IV. Afffective Skills	Yoga poses, breathing techniques, relaxation techniques, muscles used, focusing on yourself	Bring in a professional Yoga instructor to speak about Yoga and what it looks like as a career.
Baseball	**Form**	**Refinement**	**Orientation in space and time**	Refining the form in a physical performance can increase one's success.	A: Knowing & Understanding , C: Applying & Performing	Written Test (A), The student is observed by teacher during the baseball batting swing. A rubric is shared with students both before and after the performance.	X.Transfer	Rules, throwing, fielding, hitting, base-running skills, strategy, history, local teams/leagues, professional, World Baseball Classic.	
Dance	**Change**	**Movement**	**Personal & Cultural Expression**	Performers adapt to their ever-changing environments.	B: Planning for Performance, C: Applying & Performing	Students come up with a plan on how they are going to practice their dance routine. Schedule creation with dance steps that were focused on and on which day (B),,,,,,In groups of 4-5, students create their own dance routine and perform it in front of their peers. Students that are observing the performance will provide positive feedback while also grading the performance using a dance rubric (grades not seen by the performers). Observing students will have a 20% weight to the actual grade, given by the teacher.	V. Reflection	Dance as an expressive art form, posture, balance, alignment, spatial awareness, coordination, teamwork, dance steps.	Bring in a dance instructor to talk about how they got into the field, which colleges to go to to focus on dance, and what are the day to day activities in the life of a dance instructor.
Volleyball	**Communication**	**Systems**	**Personal & Cultural Expression**	Communication is paramount for teams to function effetively.	C: Applying and Performing	Skills Testing on different shots/passes via critical elements checklist	I. Communication	Rules, etiquette, boundaries, shots/passes, history	