

Year 1 (6th grades)

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
football 8 hours	Change	Adaptation Challenge	Fairness and development – The relationship between communities	Adapting the rules of a game creates new challenges.	C–Applying and performing A-knowing and understanding	<p>Thinking</p> <p>Creative</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries <p>Self-management</p> <p>Organization</p> <p>Set goals that are challenging and realistic</p> <p>Self-management</p> <p>Organization</p> <p>Set goals that are challenging and realistic</p> <p>Social</p> <p>Collaboration</p> <ul style="list-style-type: none"> - Exercise leadership and take on a variety of roles within groups 	<p>Introduce basic football skills–passing over short distances, shooting, ball control, running with the ball.</p> <p>Introduce turning with the ball, changing direction, change of speed with the ball.</p> <p>Introduce positional play.</p>

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
gymnastics 10 hours	Relationships	Balance Movement	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	Aesthetic movements are enhanced by balancing	B–Planning for performance D–Reflecting and improving performance	<p>Communication Communication</p> <p>- Interpret and use effectively modes of non-verbal communication</p> <p>Social</p> <p>Collaboration</p> <p>- Listen actively to other perspectives and ideas</p>	<p>Gymnastic skills–forward and backward roll, cartwheel, handstand, and headstand.</p> <p>Individual and partner balances.</p> <p>Gymnastic terminology–body tension, canon and unison.</p>

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Net games 12 hours	Relationship	Movement Adaptation Space	Fairness and development – The relationship between communities Scientific and technical innovation–The impact of environments on human activity.	Team members must work together to develop interconnected, responsive movement patterns for adaptation.	A-knowing and understanding B- planning for performance	Thinking Critical - Practise observing carefully in order to recognize problems Communication Communication - Give and receive meaningful feedback	Explicit skills and techniques to be taught • Table tennis– serve, forehand, backhand Modify other net games– rules, equipment, facilities Explicit strategies and movement concepts to be taught–footwork, rules and

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Basketball 8 hours	Changes	Movement energy	Personal and cultural expression --	Changes in movement techniques can impact performance energy	C–Applying and performing D- Reflecting and improving performance	Self-management Organization - Set goals that are challenging and realistic Communication Communication - Make inferences and draw conclusions Social Collaboration - Manage and resolve conflict, and work collaboratively in teams	Students will be introduced to the skills of passing, dribbling, ball handling and shooting. Students will recall and be able to demonstrate– <ul style="list-style-type: none"> • Passing–chest, bounce, overhead • Dribbling–speed, height, technique, dominant/monodominant hand, stationary to moving • Ball handling–hand-eye coordination, fine motor skills • Shooting–lay-up, set shot, jump shot. Specific skills, techniques, movement concepts and strategies to be taught–rebounding, close range shooting, creating space, rules and regulations.

Year 2 (7th Grade)

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Basketball 8 hours	communication	Movement function	Personal and cultural expression	The movement of the team contributes to more effective functioning of all members..	C–Applying and performing D- Reflecting and improving performance	Self-management Organization - Plan strategies and take action to achieve personal and academic goals Communication Communication - Make inferences and draw conclusions Social Collaboration - Manage and resolve conflict, and work collaboratively in teams	Students will be introduced to the skills of passing, dribbling, ball handling and shooting. Students will recall and be able to demonstrate– <ul style="list-style-type: none"> • Passing–chest, bounce, overhead • Dribbling–speed, height, technique, dominant/no dominant hand, stationary to moving • Ball handling–hand-eye coordination, fine motor skills • Shooting–lay-up, set shot, jump shot. Specific skills, techniques, movement concepts and strategies to be taught– rebounding, close range shooting, creating space, rules and regulations.

Unit title and teaching	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Net games 12 hours	Relationships	Movement Adaptation Space	Scientific and technical innovation–The impact of environments on human activity.	Movement choices reflect adaptation to space and environment.	A-knowing and understanding B- planning for performance	Thinking Critical - Practise observing carefully in order to recognize problems Self-management Reflection - Identify strengths and weaknesses of personal learning strategies (self-assessment)	Explicit skills and techniques to be taught: <ul style="list-style-type: none"> • volleyball–serve, dig, set • badminton– serve, forehand, backhand. Modify other net games– rules, equipment, facilities Explicit strategies and movement concepts to be taught–footwork, rules and regulations, scoring,

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
						Communication Communication - Give and receive meaningful feedback	SMART Specific, Measurable, Attainable, Realistic, and Time-oriented.

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
gymnastics 10 hours	Relationships	Balance Movement	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	Aesthetic movements are enhanced by the synergy of balance and timing.	B–Planning for performance D–Reflecting and improving performance	<p>Communication Communication</p> <ul style="list-style-type: none"> - Interpret and use effectively modes of non-verbal communication <p>Social Collaboration</p> <ul style="list-style-type: none"> - Listen actively to other perspectives and ideas - Take responsibility for one's own actions 	<p>Gymnastic skills–forward and backward roll, cartwheel, handstand, and headstand.</p> <p>Individual and partner balances, group balances.</p> <p>Gymnastic terminology– body tension, canon and unison.</p> <p>Linking movements.</p>

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Football 10 hours	Change	Adaptation Challenge	Fairness and development – The relationship between communities	Adapting the rules of a game creates new challenges.	<p>A–</p> <p>Apply physical and health terminology to communicate understanding.</p> <p>C–</p> <p>Recall and apply a range of strategies and movement concepts</p>	<p>Thinking Creative</p> <p>- Use brainstorming and visual diagrams to generate new ideas and inquiries</p> <p>Social Collaboration</p>	<p>Introduce basic football skills—passing over short distances, shooting, ball control, running with the ball.</p> <p>Introduce turning with the ball, changing direction, change of speed with the ball.</p> <p>Introduce positional play.</p>

Unit title and teaching	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
						<p>- Exercise leadership and take on a variety of roles within groups</p> <p>Self-management</p> <p>Organization</p> <p>- Set goals that are challenging and realistic</p>	<ul style="list-style-type: none"> Shooting–lay-up, set shot, jump shot. <p>Specific skills, techniques, movement concepts and strategies to be taught– rebounding, close range shooting, creating space, playing with back to the basket, wall pass, give and go, pick and roll, game sense, positional play.</p> <p>Introduction to attacking and defending strategies– zone, ‘man-to-man’ defense.</p> <p>Footwork and body positioning.</p> <p>Rules and</p>

Year 3 (8th grade)

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Football 10 hours	Change	Space Movement Patterns	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	Creating space requires effective offensive and defensive movement patterns.	<p>A– Apply physical and health terminology to communicate understanding.</p> <p>C– Recall and apply a range of strategies and movement concepts</p>	<p>Thinking Critical</p> <ul style="list-style-type: none"> - Practise observing carefully in order to recognize problems <p>Thinking Creative</p> <ul style="list-style-type: none"> - Consider multiple alternatives, including those that might be unlikely or impossible <p>Research skills</p> <p>Information literacy</p> <ul style="list-style-type: none"> - Process data and report results 	<p>Re-cap basic football skills—passing, shooting, movement, attacking and defending, ball control.</p> <p>Introduce basics of attacking and defending (1v1 2v2, 2v1, 3v2).</p> <p>Small-sided modified games (3v3, 4v4, 5v5) with adapted rules.</p> <p>Develop passing and controlling options in attacking situations (Completed 3v1)—pass and control, pass, control and shoot, pass and one touch shot.</p>

Unit title and teaching	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Basketball 8 hours	Communication	Function Systems	Identities and relationships – Social health	The effective functioning of a team requires all team members to understand And apply appropriate communication systems.	C–Applying and performing D–Reflecting and improving performance	<p>Thinking Critical</p> <p>- Identify trends and forecast possibilities</p> <p>Self-management Reflection</p> <p>- Keep a journal to record reflections</p> <p>Self-management Organization</p> <p>- Set goals that are challenging and realistic</p> <p>Self-management Affective</p> <p>- Practise dealing with disappointment and unmet expectations</p>	<p>Students will re-cap existing skills:</p> <ul style="list-style-type: none"> • Passing–chest, bounce, overhead • Dribbling–speed, height, technique, developing dominant/no dominant hand rebounding • Ball handling–hand-eye coordination, fine motor skills

Unit title and teaching	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
							<ul style="list-style-type: none"> - Shooting- further development of the lay-up, set shot, Jump shot. - Movement using verbal and non-verbal forms of communication in attack and defense – focusing on zone, “man-to-man”, playing with back to the basket, wall pass, give and go, pick and roll. - Attacking and defending 1 v 1- 3 v 3 - Foot work and body positioning. - Rules and regulations. - Communication skills – verbal and nonverbal.

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Badminton 8 hours	Communication	Adaptation Change Systems	Identities and relationships– Human relationships	Adapting to changing situations as a team requires effective systems of communication.	A–knowing and understanding B–planning for performance	<p>Thinking Critical</p> <ul style="list-style-type: none"> - Evaluate and manage risk <p>Thinking Transfer</p> <ul style="list-style-type: none"> - Apply skills and knowledge in unfamiliar situations <p>Communication Communication</p> <ul style="list-style-type: none"> - Interpret and use effectively modes of non-verbal communication <p>Social Collaboration</p> <ul style="list-style-type: none"> - Delegate and share responsibility for decision-making 	<p>Skills and techniques to be explicitly taught–short serve, long serve, overhead clear, forehand, backhand, smash, drop shot.</p> <p>Rules–serving area for doubles, court area for doubles, serving rotation, scoring.</p> <p>Communication–verbal cues, non-verbal cues, front strategies, back court strategies, side by side strategies.</p>

Year 4

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Basketball 10 hours	Relationships	Balance Function	Fairness and development – The relationship between communities	The balance of a team requires effective relationship and functioning of all members.	A-knowing and understanding B-planning for performance	Thinking–Critical thinking skills Thinking–Transfer skills Social– Collaboration skills Communication skills	Students will re-cap the skills of passing, dribbling, ball handling and shooting: Passing–chest, bounce, overhead, behind back Dribbling–speed, low, cross over, in and out Ball handling–ball in one hand, ball in two hands Shooting–lay-up, set shot, jump shot. Students will recap the rules and regulations. Explicit strategies and movement concepts to be taught: Game sense–reading and understanding the game (responding to movement, set plays and visual cues) Positional play Attacking and defending strategies– running set plays for various player positions Footwork and body positioning– responding to visual stimulus Position specific skills, techniques, movement and strategies: Point guard (PG) (play setting, game tempo, ball handler, decision making). Position 1

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Volleyball 12 hours	Communication	Form Choice Systems	Globalization and sustainability – The interconnectedness of human-made systems and communities	A team's offensive and defensive formation choices are enhanced through an awareness of the opposing team's communication systems.	C–Applying and performing D–Reflecting and improving performance	Thinking– Critical thinking skills Thinking– Transfer skills Social– Collaboration skills Communication skills	Explicit skills and techniques to be taught and developed–short serve, long serve, jump serve, dig, set, block. Explicit strategies and movement concepts to be taught–positioning, back row attacking, block assisting, cross court attack, fake hitters, rotation, substitutions. Communication strategies– verbal cues for set offensive and defensive plays, hand signals for service placement, calling players on and off the ball.

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
-------------------------------	-------------	--------------------	----------------	----------------------	------------	------------	---------

Football 12 hours	Change	Space Movement Patterns	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	Creating space requires effective offensive and defensive movement patterns.	C–Applying and performing D–Reflecting and improving performance	Thinking– Critical thinking skills Thinking– Transfer skills Social– Collaboration skills	Re-cap football skills– passing, shooting, movement, attacking and defending, ball control. Develop passing and controlling options in attacking situations (Completed 3v1)–pass and control, pass, control and shoot, pass and one touch shot. Ball control (individually and in pairs)– various turns
----------------------	--------	-------------------------------	---	--	---	--	---

Year 5

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Fitness Circuit Training 12 hours	Change	Function, perspective	Identities and relationships– Human relationships	The perspective changes depending on the function.	B: i. Design, explain and justify a plan to improve physical performance & health. C: i. Demonstrate & apply a range of skills & techniques. iii. Analyze & apply information to perform effectively.	Thinking Skills – Creative thinking skills: Evaluating the Fitness weaknesses and thinking of exercises to improve certain components Self-management– Reflection skills: Developing a new healthy lifestyle and strategy Research Skills – Finding exercises using body weight	Develop an understanding of– health-related components of fitness– cardio, strength, endurance, flexibility, and body composition and performance related components of fitness - speed, agility, power, balance, and coordination How to check the heartrate and what it means? How to calculate the maximum heartrate? How to calculate the BMI? Fitness testing in pairs on all fitness components: pushups, sit ups, balance,

						to improve health and fitness	rope jumps, Illinois agility, suicide run, zigzag run How to motivate and encourage your training/testing partner. How to use an elastic band and different exercises for different muscles? SMART goals–Specific, Measurable, Attainable, Realistic, Time-oriented.
--	--	--	--	--	--	-------------------------------	---

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Basket ball 10 hours	Change	perspective	Orientation in space and time – Discoveries	investigating and reflecting on performances creates new perspectives.	A–knowing and understanding C–Applying and performing	Thinking– Critical thinking Skills Self-management – Reflection skills Communication Skills Research– Information literacy skills	Students will re-cap existing skills–passing, dribbling, ball handling and shooting Passing–chest, bounce, overhead, passing with monodominant hand. Introduce behind back pass Dribbling–speed, height, technique, dominant/monodominant hand, stationary to moving, introduction to cross over Ball Handling–hand eye coordination, fine motor skills Shooting–lay-up, set shot,

							jump shot. Specific skills, techniques, movement concepts and strategies to be introduced and further developed– rebounding, close range shooting, creating space, wall pass, give and go, pick and roll, game sense.
--	--	--	--	--	--	--	---

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Foot ball 10 hours	Change	Adapt Challenge	Fairness and development	Changing techniques and adapting with game rules help in finding creative solutions for new challenging	A–knowing and understanding B-planning for performance	Thinking– Critical thinking Skills Self-management – Reflection skills Communication Skills Research– Information literacy skills	Re-cap football skills–passing, shooting, movement, attacking and defending, ball control. Develop passing and controlling options in attacking situations (Completed 3v1)– pass and control, pass, control and shoot, pass and one touch shot. Ball control (individually and in pairs)– various turns Offence and Defense techniques Channing Offence and Defense strategies based on new challenges and team needs.