

~ RFS Physical and Health Education Overview ~

Year 1 (6th grades)

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Football	Change	Adaptation Challenge	Fairness and development The relationship between communities.	Adapting the rules of a game creates new challenges	A	<p>Critical thinking skills: Practice observing carefully in order to recognize problems Gather and organize relevant information to formulate an argument</p> <p>Communication Skills Organize and depict information logically</p>	<p>Introduce basic football skills– passing over short distances, shooting, ball control, running with the ball. Introduce turning with the ball, changing direction, change of speed with the ball.</p> <p>Introducing positional play</p>
					C	<p>Organization skills: Plan strategies and take action to achieve personal and academic goals Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p>	

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Creative Movement / Dance	Change	Choice Movement	Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity.	Movement's adaptation to express meaningful theme needs change if it is to develop.	B	Organization skills: Create plans to prepare for summative assessments (performance) Identify strengths and weaknesses of personal learning Communication Skills Organize and depict information logically	Students will be introduced to activities that work on team building. They will also learn how to express themselves using physical movements, they also learn how to use different genres of music to express their physical dance or movement. This is applied whether individually or in groups.
					C	Organization skills: Plan strategies and take action to achieve personal and academic goals Set goals that are challenging and realistic Resilience Practice bouncing back after adversity mistakes and failures Mindfulness Practice focus and concentration	

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Net games	Relationship	<p>Movement</p> <p>Adaptation</p> <p>Space</p>	<p>Fairness and development – The relationship between communities</p> <p>Scientific and technical innovation– The impact of environments on human activity.</p>	Team members must work together to develop interconnected, responsive movement patterns for adaptation.	<p>A</p> <p>B</p>	<p>Critical thinking skills:</p> <p>Practice observing carefully in order to recognize problems</p> <p>Critical thinking skills:</p> <p>Gather and organize relevant information to formulate an argument</p> <p>Communication Skills</p> <p>Organize and depict information logically</p> <p>Organization skills:</p> <p>Create plans to prepare for summative assessments (performance)</p>	<p>Explicit skills and techniques to be taught</p> <p>Modify other net games–rules, equipment, facilities</p> <p>Explicit strategies and movement concepts to be taught–footwork, rules and</p>
						<p>Identify strengths and weaknesses of personal learning</p>	
						<p>Communication Skills</p> <p>Organize and depict information logically</p>	

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Basketball	Change	Movement energy	Personal and cultural expression The ways in which we reflect on, extend and enjoy our creativity.	Changes in movement techniques can impact performance energy	C	<p>Organization skills: Plan strategies and take action to achieve personal and academic goals</p> <p>Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p>	<p>Students will be introduced to the skills of passing, dribbling, ball handling and shooting.</p> <p>Students will recall and be able to demonstrate–</p> <p>Communication skills– verbal and non-verbal.</p>
					D	<p>Collaboration skills Take responsibility for one’s own actions.</p> <p>Communication skills Try new approaches to learning and evaluate their effectiveness</p>	

Year 2 (7th Grade)

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Basketball	communication	Movement Function	Personal and cultural expression: The ways in which we reflect on, extend and enjoy our creativity	The movement of the team contributes to more effective functioning of all members.	C	<p>Communication Skills Organize and depict information logically</p> <p>Organization skills: Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>Communication skills Negotiate ideas and knowledge with peers and teachers.</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas.</p>	<p>Students will continue learning the skills of passing, dribbling, ball handling and shooting.</p> <p>Students will recall and be able to demonstrate–</p> <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.
					D		

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Badminton	Communication	Adaptation systems	<p>Scientific and technical innovation– The impact of environments on human activity</p> <p>Identities and relationships – Human relationships</p>	Adapting to changing situations as an individual and a team requires effective systems of communication	<p>A</p> <p>B</p>	<p>Critical thinking skills: Practice observing carefully in order to recognize problems.</p> <p>Critical thinking skills: Gather and organize relevant information to formulate an argument</p> <p>Organization skills: Create plans to prepare for summative assessments (performance)</p>	<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 singles , court area for singles, serving rotation, scoring.</p> <p>Communication– verbal cues, non verbal cues, front strategies, back court strategies, side by side strategies.</p>

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Football	Change	Movement Space	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.	A	Critical thinking skills: Practice observing carefully in order to recognize problems Gather and organize relevant information to formulate an argument Communication Skills Organize and depict information logically	Introduce basic football skills–passing over short distances, shooting, ball control, running with the ball. Introduce turning with the ball, changing direction, change of speed with the ball. Introducing positional play.
					C	Resilience Practice bouncing back after adversity mistakes and failures Mindfulness Practice focus and concentration	

Year 3 (8th Grade)

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Football	Change	Space Movement adaption	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.	A C	Critical thinking skills: Practice observing carefully in order to recognize problems Organization skills: Plan strategies and take action to achieve personal and academic goals Set goals that are challenging and realistic Resilience Practice bouncing back after adversity mistakes and failures Mindfulness Practice focus and concentration	Re-cap basic football skills–passing, shooting, movement, attacking and defending, ball control. Introduce basics of attacking and defending (1v1 2v2, 2v1, 3v2). Small-sided modified games (3v3, 4v4, 5v5) with adapted rules. Develop passing and controlling options in attacking situations (Completed 3v1)–pass and control, pass, control and shoot, pass and one touch shot.

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Basketball	Communication	Function Systems	Identities and relationships – Physical health	The effective functioning of a team requires all team members to understand and apply appropriate communication systems.	<p>C</p> <p>Organization skills: Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>Collaboration skills Take responsibility for one's own actions evaluate their effectiveness</p> <p>D</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas</p>	<p>Organization skills: Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>Collaboration skills Take responsibility for one's own actions evaluate their effectiveness</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas</p>	<p>Students will re-cap existing skills–passing, dribbling, ball handling and shooting</p> <ul style="list-style-type: none"> • Passing–chest, bounce, overhead, passing with non-dominant hand. Introduce behind back pass • Dribbling–speed, height, technique, dominant/non-dominant hand, stationary to moving, introduction to cross over • Ball Handling–hand- eye coordination, fine motor skills • Shooting–lay-up, set shot, jump shot. <p>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.</p> <p>Communication skills– developing students' non-verbal communication skills.</p>

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Net Games	Relationship	Movement Adaptation	Fairness and development – The relationship between communities. Scientific and technical innovation–The impact of environments on human activity.	Performers respond and adapt to changing environments, challenges and situations	A	Critical thinking skills: Practice observing carefully in order to recognize problems. Critical thinking skills: Gather and organize relevant information to formulate an argument Communication Skills Organize and depict information logically Organization skills: Create plans to prepare for summative assessments (performance)	Explicit skills and techniques to be taught: <ul style="list-style-type: none"> table tennis–serve, forehand, backhand. Modify other net games–rules, equipment, facilities Explicit strategies and movement concepts to be taught–footwork, rules and regulations, scoring, positioning. Goal setting framework–SMART Specific, Measurable, Attainable, Realistic, Time-oriented
						Identify strengths and weaknesses of personal learning	

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Badminton 8 hours	Communication	Adaptation Change Systems	Scientific and technical innovation– The impact of environments on human activity Identities and relationships – Human relationships	Adapting to changing situations as a team requires effective systems of communication.	A	<p>Critical thinking skills: Practice observing carefully in order to recognize problems.</p> <p>Critical thinking skills: Gather and organize relevant information to formulate an argument Communication Skills</p> <p>Organize and depict information logically</p> <p>Organization skills: Create plans to prepare for summative assessments (performance)</p>	<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>
					B		

Year 4

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Basketball	Change	Perspective	Orientation in time and space: Understanding the link between individuals and civilizations from local and global perspectives	investigating and reflecting on performances creates new perspectives and different interpretations.	B	Organization skills: Create plans to prepare for summative assessments (performance)	Students will re-cap existing skills—passing, dribbling, ball handling and shooting <ul style="list-style-type: none"> • Passing—chest, bounce, overhead, passing with nondominant hand. Introduce behind back pass • Dribbling—speed, height, technique, dominant/nondominant hand, stationary to moving, introduction to cross over • Ball Handling—hand-eye coordination, fine motor skills • Shooting—lay-up, set shot, jump shot.
						Identify strengths and weaknesses of personal learning	
					C	Communication Skills Organize and depict information logically Mindfulness Practice focus and concentration	

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Football	Change	Space Move ment	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.	A B D	Critical thinking skills: Practice observing carefully in order to recognize problems. Communication Skills Organize and depict information logically Organization skills: Plan strategies and take action to achieve personal and academic goals	Identify defenders movements when being attacked. Keeping formation as a defensive unit– cooperation in defense. Attack v Defense 4v2, 5v3, 6v4 (defense with 5, attack with 3). Feedback on controlling, passing and shooting the ball. They also take other advanced strategies and learn how to set up the general game plan, for the defense, the attack or other playing strategies during the game.

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Basketball	Relationships	Balance Function	Fairness and Development The relationship between communities .	The balance of a team requires the effective functioning of all members.	B	Organization skills: Identify strengths and weaknesses of personal learning Organization skills: Plan strategies and take action to achieve personal and academic goals Set goals that are challenging and realistic	Students will re-cap existing skills—passing, dribbling, ball handling Dribbling—speed, height, technique, dominant/nondominant hand, stationary to moving, introduction to cross over 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 Developing attacking and defending strategies—zone, “man-to-man” defense. Footwork and body positioning. Rules and regulations. Ball handling—ball in one hand, ball in two hands. Development of game sense, positional play, attacking and defending strategies.
					C	Mindfulness Practice focus and concentration	

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Football	Change	Space Movement	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.	A	<p>Critical thinking skills: Practice observing carefully in order to recognize problems. Communication Skills Organize and depict information</p> <p>Organization skills: Create plans to prepare for summative assessments (performance)</p> <p>Identify strengths and weaknesses of personal learning</p>	Identify defenders movements when being attacked. Keeping formation as a defensive unit–cooperation in defense. Attack v Defense 4v2, 5v3, 6v4 (defense with 5, attack with 3). Small-sided modified games 3v3, 4v4, 4v3, 5v4, 5v5. General game play Analysis and Refereeing.
					B	<p>Communication Skills Organize and depict information logically</p>	

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Volleyball	Communication	Form 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.	<p>C</p> <p>Organization skills: Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>Collaboration skills Take responsibility for one's own actions.</p> <p>Try new approaches to learning and evaluate their effectiveness</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas</p> <p>D</p>	<p>Organization skills: Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>Collaboration skills Take responsibility for one's own actions.</p> <p>Try new approaches to learning and evaluate their effectiveness</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas</p>	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.

Year 5

Unit title and teaching hours	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Fitness for Life	Change	Choice Balance	Identities and relationships: transitions, m lifestyle choic	Changes and balance in lifestyle and healthy choices, supports physical, mental, and spiritual health.	<p>A</p> <p>Critical thinking skills: Practice observing carefully in order to recognize problems.</p> <p>Critical thinking skills: Gather and organize relevant information to formulate an argument</p> <p>Communication Skills Organize and depict information logically</p> <p>B</p> <p>Identify strengths and weaknesses of personal learning</p> <p>Communication Skills Organize and depict information logically</p>	<p>Critical thinking skills: Practice observing carefully in order to recognize problems.</p> <p>Critical thinking skills: Gather and organize relevant information to formulate an argument</p> <p>Communication Skills Organize and depict information logically</p>	<p>a. The students will be introduced to the five components of fitness:</p> <p>Strength Power Endurance Flexibility Body composition</p> <p>Providing students with exercises based on each fitness component to strengthen their understanding and be able to reflect and compare between the five components. For example, Muscular Endurance can be practiced through Curl-ups and Jump Rope Tour, and muscular strength could be practiced by Push-ups and Fitness Stations.</p> <p>- The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>- Assesses movement and strategies</p>

					<p>Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas.</p>	<p>necessary for physical performance in individual activity.</p> <p>-Explores important concepts in physical activities, such as action-reaction.</p> <p>-Describes the impacts of critical elements related to complex motor skills (force, timing, speed, direction, levels, and sequence of motion)</p>
					<p>C</p>	
					<p>D</p>	

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Basketball	Relationships	Balance Function	Fairness and Development The relationship between communities.	The balance of a team requires the effective functioning of all members.	B	Organization skills: Create plans to prepare for summative assessments (performance) Identify strengths and weaknesses of personal learning	Students will re-cap existing skills– passing, dribbling, ball handling and shooting • Passing–chest, bounce, overhead, passing with nondominant hand. Introduce behind back pass • Dribbling–speed, height, technique, dominant/nondominant hand, stationary to moving, introduction to cross over • Ball Handling–hand- eye coordination, fine motor skills • Shooting–lay-up, set shot, jump shot.
					C	Organization skills: Plan strategies and take action to achieve personal and academic goals Set goals that are challenging and realistic	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 Developing attacking and defending strategies–zone,

							<p>“man-to-man” defense. Footwork and body positioning. Rules and regulations. Ball handling—ball in one hand, ball in two hands. Shooting—lay-up, set shot, jump shot. Introduction to specific positions— point guard, shooting guard, small forward, power forward, center. Development of game sense, positional play, attacking and defending strategies.</p>
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Football	Change	Space Movement	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</p> <p>B</p>	<p>Critical thinking skills: Practice observing carefully in order to recognize problems. Gather and organize relevant information to formulate an argument Communication Skills Organize and depict information</p> <p>Organization skills: Create plans to prepare for summative assessments (performance)</p> <p>Identify strengths and weaknesses of personal learning</p> <p>Communication Skills Organize and depict information logically</p>	<p>Identify defenders' movements when being attacked. Keeping formation as a defensive unit–cooperation in defense. Attack v Defence 4v2, 5v3, 6v4 (defense with 5, attack with 3). Small-sided modified games 3v3, 4v4, 4v3, 5v4, 5v5. General game play Analysis and Refereeing.</p> <p>Feedback on controlling, passing and shooting on the ball. They also take other strategies and plans for the defense and the attack or other playing strategies during the game.</p>

<i>Unit title and teaching hours</i>	<i>Key concept</i>	<i>Related concept(s)</i>	<i>Global context</i>	<i>Statement of inquiry</i>	<i>Objectives</i>	<i>ATL skills</i>	<i>Content</i>
Volleyball	Communication	Form 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.	<p>C</p> <p>Organization skills: Plan strategies and take action to achieve personal and academic goals</p> <p>Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>D</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas</p>	<p>Organization skills: Plan strategies and take action to achieve personal and academic goals</p> <p>Set goals that are challenging and realistic</p> <p>Resilience Practice bouncing back after adversity mistakes and failures</p> <p>Mindfulness Practice focus and concentration</p> <p>Communication skills Give and receive meaningful feedback. Listen actively to others perspectives and ideas</p>	<p>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.</p>