

Unit Title	Athletics				
Subject group and discipline	PE	MYP year	2	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Change	Energy and environments	Scientific and technical innovations

Statement of inquiry

Improvements can be made to performance by using technology to change and adapt movement.

Inquiry questions

Factual (remembering facts and topics)—

What are the rules of the event?

What are the key techniques in each event?

What are the key terms associated with each event?

Conceptual (analysing big ideas)—

How can I improve my performance in this event?

How can I ensure a consistent outcome in each event?

How can I analyse my own and a peer's performance to gain a better understanding of what a good model looks like?

Why is it important to review my strengths and weaknesses regularly?

Debatable (evaluating perspectives and developing theories)—

Why is it important for athletes to have a good sportsmanship?

Why does individual sport have a place in society?

Is it possible that individual sport provides valuable life skills to its participants?

Can individual sports be useful for later life sporting participation?

<p>Objectives</p>	<p>Summative assessment <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i></p>	
<p>A Knowing and understanding</p> <ul style="list-style-type: none"> i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding. <p>B Planning for performance</p> <ul style="list-style-type: none"> i. develop goals to enhance performance ii. design, explain and justify a plan to improve physical performance and health. 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Group- You are in a small team competing to score points in a mini Olympics</p> <p>Role- You are the athlete for 1 event and the coach/official/measurer for the other events</p> <p>Audience- Performing to peers and your teacher.</p> <p>Situation- You have been tasked to compete in a mini Olympics as a small team, you must communicate to select the best event for each team member to perform in.</p> <p>Purpose- You will seek to each other improve and produce your best performance. You will evaluate the the performance with feedback to each other.</p> <p>Standards and criteria-</p> <p>Di- Describe and demonstrate strategies to enhance interpersonal skills when working in your team on athletic events</p> <p>Dii- Outline goals and apply strategies to enhance performance in athletic events</p> <p>Diii- Explain and evaluate athletic performance in your team.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Positive communication as a mini Olympic team will guide students to make decisions on their best events and excel over time. Whilst coaching and evaluating students will appreciate alternative options in technique and performance.</p>

Approaches to learning (ATL): *These can be listed or you could offer some explanation of how they will be developed*

Self-Management: Reflection skills

In order for students to evaluate athletic performance they will need to develop new skills and identify strengths and weaknesses in their own performance. Students will explicitly be taught and practice this through a range of self and peer assessments to understand their own efficacy within a particular athletic discipline.