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MYP Unit Planner Sample



Faria
Education
Group

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 Summary

World Cup Unit Current



Subject	Year	Start date	Duration
Physical and health education	MYP 3, MYP 4, MYP 5	Week 1, September	6 weeks 10 hours

 Key and Related Concepts

 Key Concepts

Key	Definition
Concepts	



Change

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.



Communities

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.




Global interaction

Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

 Related Concepts

Adaptation, Interaction, Perspectives

 Inquiry

 Conceptual Understanding

The World Cup helps change perspective of different cultures resulting in resolved conflict through positive interaction.



 Global Context & Explorations

Global Context & Explorations

Explorations to develop



Orientation in space and time

Civilizations and social histories, Heritage, Pilgrimage, Migration, Displacement and exchange



Globalization and sustainability

Commonality, Diversity and interconnection

Why are we engaged in this inquiry? Why are these concepts important? Why is it important for me to understand? Why do people care about this topic?

Globalization and sustainability:

Physical and health education: The World Cup is a global event.

Other:

Physical and health education: National narrative -- how are countries defined and cultural norms enforced through the World Cup?

 Statement of Inquiry

Through a study of the World Cup and playing soccer, students will understand how sports can unify communities both small and large.

IB MYP Physical Education (MYP 5)

 Inquiry Questions


Type	Inquiry Questions	Line of Inquiry
Factual	What skills are unique to Soccer?	Basic Skills for Soccer
Conceptual	How are cooperation and teamwork skills used in soccer and in real life situations?	Cooperation and Teamwork
Debatable	To what extent can sports like soccer and events like the World Cup be a social tool for unity?	Sports as a Social Tool
Factual	To what extent does Soccer support cardio health	Sports for Health

 Curriculum

 Interdisciplinary Objectives

B: Synthesizing

synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

 MYP Objectives

A: Knowing and understanding

- 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

C: Applying and performing

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively


D: Reflecting and improving performance

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance

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 Skills

- Soccer has an audience of over six billion people
- Effective choice of tactics and strategies in Performance or playing situations is advantageous
- Decision-making skills must be faster in smaller spaces
- Passing, receiving, and communicating in the game of play
- soccer is awesome

 Standards and Benchmarks

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical tasks.

1. Students will demonstrate advanced competence in more than one activity.
3. Students will demonstrate competence in modified versions of a variety of individual, dual, and/or team sports.

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

2. Students will independently apply advanced movement-specific information.

Participates regularly in physical activity.

2. Students will understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.

Achieves and maintains a health-enhancing level of fitness.

2. Students will participate regularly in health-enhancing fitness activities.

 ATL Skills

 Approaches to Learning

Description

Learning Experiences:

Communication:

Students will have the opportunity to communicate and work on effective presentation skills.

Social:

Paired and group activities will foster social and collaborative skills.

Research:

We will spend significant time in the library and online learning how to collect and interpret information.



Communication

- I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of media to communicate with a range of audiences

Negotiate ideas and knowledge with peers and teachers

Participate in, and contribute to, digital social media networks

Collaborate with peers and experts using a variety of digital environments and media

Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Write for different purposes

Understand and use mathematical notation

Paraphrase accurately and concisely

Preview and skim texts to build understanding

Take effective notes in class

Use a variety of organizers for academic writing tasks



Social

- II. Collaboration skills

Working effectively with others

Practise empathy

Delegate and share responsibility for decision-making



Research

- VI. Information literacy skills

Finding, interpreting, judging and creating information

Access information to be informed and inform others

Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

Collect and analyse data to identify solutions and make informed decisions

Understand and implement intellectual property rights

- VII. Media literacy skills

Interacting with media to use and create ideas and information

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Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Make informed choices about personal viewing experiences


Understand the impact of media representations and modes of presentation

Seek a range of perspectives from multiple and varied sources

Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Compare, contrast and draw connections among (multi)media resources

 **Developing IB Learners**

 **IB Learner Profile**



Communicators



Open-minded

Description


Communicators:

Effective communication will be reflected in their performance in terms of positioning and passing success

Open minded:

Understand cultural differences can be reflected in the style of play and dynamics of communication

 **Integration**

 **International Mindedness**


Students will be divided into groups and will represent a country. They will give a presentation how football affects their country's culture.



Interdisciplinary Links

Through the lens of human ingenuity, students will evaluate the quality and effectiveness of their website as compared to their peers. Group discussions involving issues of the time of the World Cup which are still controversial in today's global economy. Work will be guided by questions such as 'How do global sporting events affect local family households?' Who 'How many hours a day should a man or a woman work?'

 **Connections**

 **Service as Action**

Consider the ethical implications of their actions:

We will reflect on the students' research projects.

 **Assessment**

 **Formative Assessment**

Healthy Lifestyle	https://www.youtube.com/embed/Q4yUIJV31Rk
Reflections on Soccer Positions	https://www.youtube.com/embed/8C1P1AIKvKE
5 v 5 Matches on Small Pitch	https://www.youtube.com/embed/-b5fB91ougM

SEP
18 **Formative Quiz 1**
Formative **Quiz** ⌚ Tuesday at 10:00 AM

This quiz will be out of 10 points and will include multiple choice and short answer questions.

SEP
3 **Healthy Lifestyle**
Formative ⌚ Monday at 6:00 PM

Your body needs a daily supply of protein, complex carbohydrates, and healthy fats to get the fuel it needs for energy and optimum health. Please create a table of the meals you had in the past week.

SEP
26 **Sequence Building**
Formative ⌚ Wednesday at 6:00 PM


Creating a sequence of four movements expressing early morning. (Music file attached.)

SEP
10 **Reflections on Soccer Positions**
Formative ⌚ Monday at 6:00 PM

Students will write a short paper to describe whether the soccer position they chose at the beginning of the Unit ended up being as enjoyable as they envisioned.

SEP
19 **Book Report on Ronaldo**
Formative ⌚ Wednesday at 6:00 PM

100 Page Book Report

 **Summative Assessment**

Students will emulate the countries involved in the World Cup and the physical and mental exercises players undergo to prepare

IB MYP Physical Education (MYP 5)

for the event.

DEC 20 5 v 5 Matches on Small Pitch
Summative Assessment of goals Thursday at 4:00 AM

Students should be able to apply tactics, strategies, and rules. Engage in effective communication with teammates.

SEP 12 Play by Play Analysis
Summative Peer evaluation Wednesday at 2:00 PM

Students will record a play by play analysis of their classmates' soccer match

SEP 20 Physical Education Improvement Plan
Summative Investigation Thursday at 8:00 PM

Improvement Plan (assessed with Criteria A and B) Performance of understanding (GRASPS)

G: Your goal is to explain how a team's interaction and movement changes based upon a situation.

R: You are applying to become an assistant coach.

A: Your audience is the coaching staff.

S: The situation you find yourself in is that the previous assistant coach has been pulled up as head coach of another team. They need to replace her with someone who can analyse and evaluate the team's performance and suggest offensive and defense plays to respond to changing conditions on the field.

P: You will be given situations and game footage. You are to respond to what is happening on the field as well as suggest and justify plays to fit the situation.

S: Your work will be judged on how well you show your knowledge and understanding (Criterion A) and how well you assess and plan on improving the team's performance (Criterion D).

SEP 5 5 v 5 Matches on Small Pitch
Summative Wednesday at 4:00 AM

Students should be able to apply tactics, strategies, and rules. Engage in effective communication with teammates.

AUG 24 Play by Play Analysis
Summative Friday at 3:00 AM

Students will record a play by play analysis of their classmates' soccer match

SEP 11 Reflections on Soccer Positions
Summative Tuesday at 3:00 AM

Students will write a short paper to describe whether the soccer position they chose at the beginning of the Unit ended up being as enjoyable as they envisioned.

SEP 2 5 v 5 Matches on Small Pitch
Summative Assessment of goals Sunday at 4:00 AM

Students should be able to apply tactics, strategies, and rules. Engage in effective communication with teammates.

SEP 28 The Impact of the 2018 World Cup on Russia
Summative Friday at 6:00 PM

Please write a short paper on the impact of 2018 World Cup in Russia on the ex Soviet Union territory. See: <http://www.fifa.com/worldcup/i...>

IB MYP Physical Education (MYP 5)

Peer and Self-assessment

Peer and self assessment form:

MYP Assessment Criteria

6/8 A: Knowing and understanding

7/8 B: Planning for performance

N/A C: Applying and performing

6/8 D: Reflecting and improving performance

Learning Experiences

Learning Experiences and Teaching Strategies

Learning experiences:

Small groups, collaborative learning, apply isolated skills in games, communication

Students will be videoed during small-sided play and peer assessed; in addition to self-reflection and journaling in their "Sportfolios"

Pairing students of a variety of ability and skills levels with stronger and weaker performers. Color-coating the players on the field to have positions represented by differing bib colours (visual).

Formative assessment will be used for the students to investigate on the impact of football on Africa.

Variety of situations will be created to mimic the pressure of a real match.

Students will learn how football can bring people (fans) together - crowd unity.

Teaching strategies:

Formative assessment will be used for the students to investigate on the impact of football on Africa.

Variety of situations will be created to mimic the pressure of a real match.

Students will learn how football can bring people (fans) together - crowd unity.

Differentiation

Students will learn through inquiry-based practice. Teaching will take the form of guidance.

Stream & Resources

Week 1 Plan

1



Sharon Arese

Posted **online lesson** on Sep 19, 2018 at 1:51 AM

SEP
19

Unit Overview Meeting

[Other online lesson tools](#)



01:05 Hours - 12:50 PM - 1:55 PM

This will be the first meeting to discuss what we've learned in the unit so far. Please come prepared with your Play by Play Analysis draft to discuss in a group.

See you soon!

Ms. Arese

2



Sharon Arese

Posted **video** on Jul 21, 2018 at 3:03 AM

How the World Cup Brings Unity

<https://www.youtube.com/watch?v=O3Ah2bPQ86s&feature=youtu.be>

3



Sharon Arese

Posted **task** on Sep 16, 2016 at 11:19 PM

SEP
20

Physical Education Improvement Plan

Summative **Investigation** Thursday at 8:00 PM

Improvement Plan (assessed with Criteria A and B) Performance of understanding (GRASPS)

G: Your goal is to explain how a team's interaction and movement changes based upon a situation.

R: You are applying to become an assistant coach.

A: Your audience is the coaching staff.

S: The situation you find yourself in is that the previous assistant coach has been pulled up as head coach of another team. They need to replace her with someone who can analyse and evaluate the team's performance and suggest offensive and defense plays to respond to changing conditions on the field.

P: You will be given situations and game footage. You are to respond to what is happening on the field as well as suggest and justify plays to fit the situation.

S: Your work will be judged on how well you show your knowledge and understanding (Criterion A) and how well you assess and plan on improving the team's performance (Criterion D).

4



Photo posted on Dec 26, 2013 at 9:56 AM

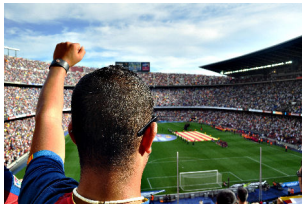
people-watching-soccer-game-1884574.jpg



blue-orange-black-green-white-adidas-soccer-ball-on-green-47354.jpg



man-person-people-stadium-54308.jpg



5



Sharon Arese

Posted **task** on Sep 16, 2016 at 11:39 PM



Play by Play Analysis

Summative

Peer evaluation



Wednesday at 2:00 PM

Students will record a play by play analysis of their classmates' soccer match

6



Sharon Arese

Posted **task** on Sep 16, 2016 at 11:39 PM



Formative Quiz 1

Formative

Quiz



Tuesday at 10:00 AM

This quiz will be out of 10 points and will include multiple choice and short answer questions.

Week 2 Plan

1



Sharon Arese

Posted **task** on Jul 3, 2018 at 12:14 PM



Healthy Lifestyle

Formative



Monday at 6:00 PM

Your body needs a daily supply of protein, complex carbohydrates, and healthy fats to get the fuel it needs for energy and optimum health. Please create a table of the meals you had in the past week.

2



Sharon Arese

Posted **task** on Jul 3, 2018 at 12:14 PM



The Impact of the 2018 World Cup on Russia

Summative



Friday at 6:00 PM

Please write a short paper on the impact of 2018 World Cup in Russia on the ex Soviet Union territory. See: <http://www.fifa.com/worldcup/i...>

3



Sharon Arese

Posted **website** on Jul 3, 2018 at 12:33 PM

Russia 2018

<https://goo.gl/TvKu6H>

Resources



Sharon Arese

Posted **video** on Jul 21, 2018 at 3:03 AM

How the World Cup Brings Unity

<https://www.youtube.com/watch?v=O3Ah2bPQ86s&feature=youtu.be>



Sharon Arese

Posted **website** on Jul 3, 2018 at 12:33 PM

Russia 2018

<https://goo.gl/TvKu6H>



Video posted on Apr 9, 2014 at 2:47 PM

<http://www.youtube.com/watch?v=QWwEplZ1Ycg>



1 File posted on Apr 9, 2014 at 2:46 PM



Trophy-Tour.doc

100 KB Word Document



Website posted on Apr 9, 2014 at 2:11 PM

<http://www.fifa.com/worldcup/>



Photo posted on Dec 26, 2013 at 9:56 AM

people-watching-soccer-game-1884574.jpg



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blue-orange-black-green-white-adidas-soccer-ball-on-green-47354.jpg



man-person-people-stadium-54308.jpg

