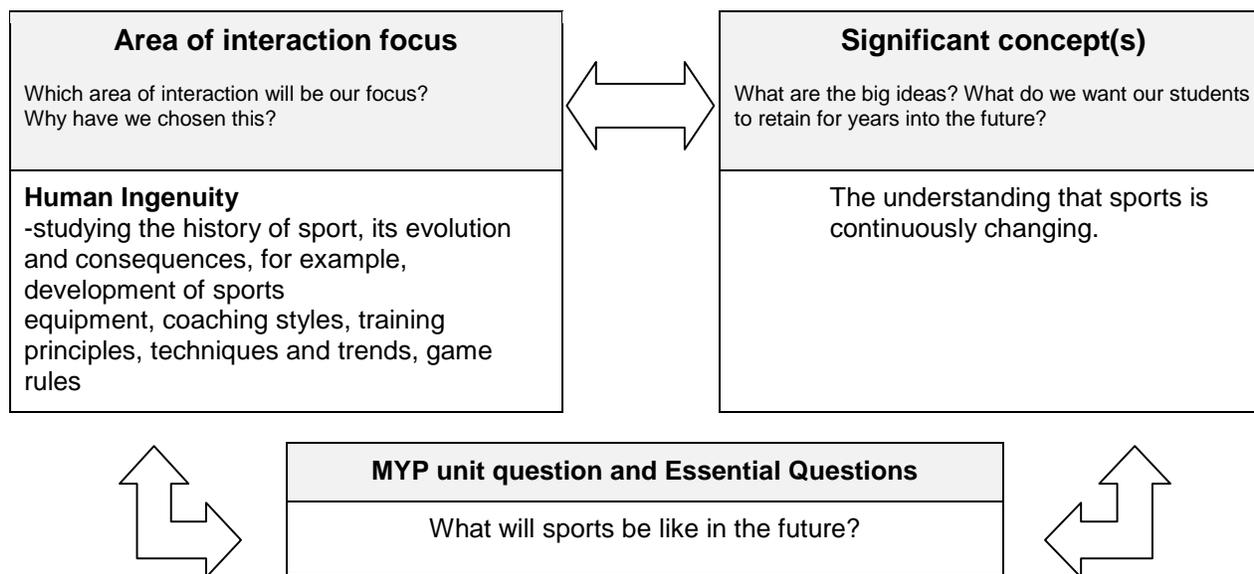


MYP Unit Planner

Unit title	Sports Power Point
Teacher(s)	Physical Education Department
Subject and grade level	Physical Education and PE 1 & PE 2
Time frame and duration	August 11 th – December 17 th

Stage 1: Integrate significant concept, area of interaction and unit question



<p>Assessment</p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p> <p>- Through Monday assignments collecting information for their power point.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Use of knowledge</p>
<p>Which MYP assessment criteria will be used?</p>

Criterion A: Use of knowledge

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1

- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grade 9-10
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- DOK Level 2 Skills and Concepts

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Students will gain a better understanding through researching particular aspects of a sport, compare and compare similarities, and use critical thinking by answering a "what if" part of the assignment.

Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

- Students will receive instructions every Monday, which will consist of emailed examples, templates, and an assignment sheet.
- Through instruction, research, and examples.
- Students will demonstrate this through a class discussion.

Teaching strategies

How will we use formative assessment to give students feedback during the unit?

What different teaching methodologies will we employ?

How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

- Students are required to email the assignment given to them on Monday to their instructor. Feedback will be given the following Monday.
- We will use more technology to communicate with our students.
- By allowing students to work with aides.

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

-The computer lab, library, and email.

Students will need access to a computer for research.

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the “Planning for teaching and learning” section of the *MYP: From principles into practices*.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?

Lesson Sequence

Lesson	Date of Assignment	Overview of Lesson	Lesson Length
1	Aug 11 th	Introduce assignment to students	
2	Aug 18 th	Students will research timeline of both sports	2 days
3	Aug 25 th	Students will research field dimensions of sport A	2 days

4	Sept 8 th	Students will research field dimensions of sport B	2 days
5	Sept 15 th	Students will research equipment for both sports.	2 days
6	Sept 22 nd	Students will research the rules, point value, and give a brief description of the game play of sport A	2 days
7	Sept 29 th	Students will research the rules, point value, and give a brief description of the game play of sport B	2 days
8	Oct 6 th	Students will research 2 notable athletes of sport A	2 days
9	Oct 13 th	Students will research 2 notable athletes of sport B	2 days
10	Oct 20 th	Students will research 2 notable events that occurred in sport A with a brief description.	2 days
11	Oct 27 th	Students will research 2 notable events that occurred in sport B with a brief description.	2 days
12	Nov 3 rd	Students will create a "what if" scenario for sport A	2 days
13	Nov 17 th	Students will create a "what if" scenario for sport B	2 days
14	Dec 1 st	Students will be assigned a partner to create their power point.	
15	Dec 8 th	Students will present their power point.	
16			
17			
18			
19			
20			