



Johnston Heights Secondary



Course outline

# Physical & Health Education

## 8

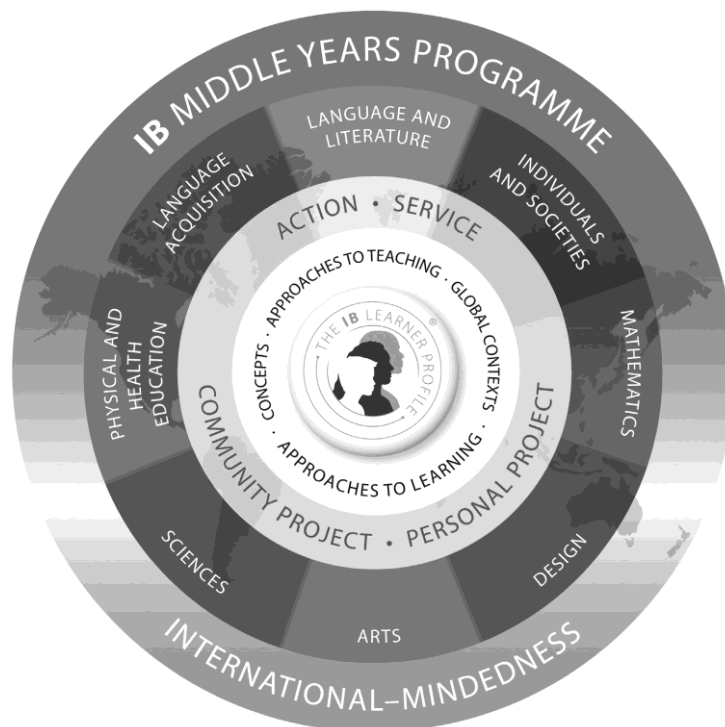
### **IB mission statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# Middle Years Programme Model

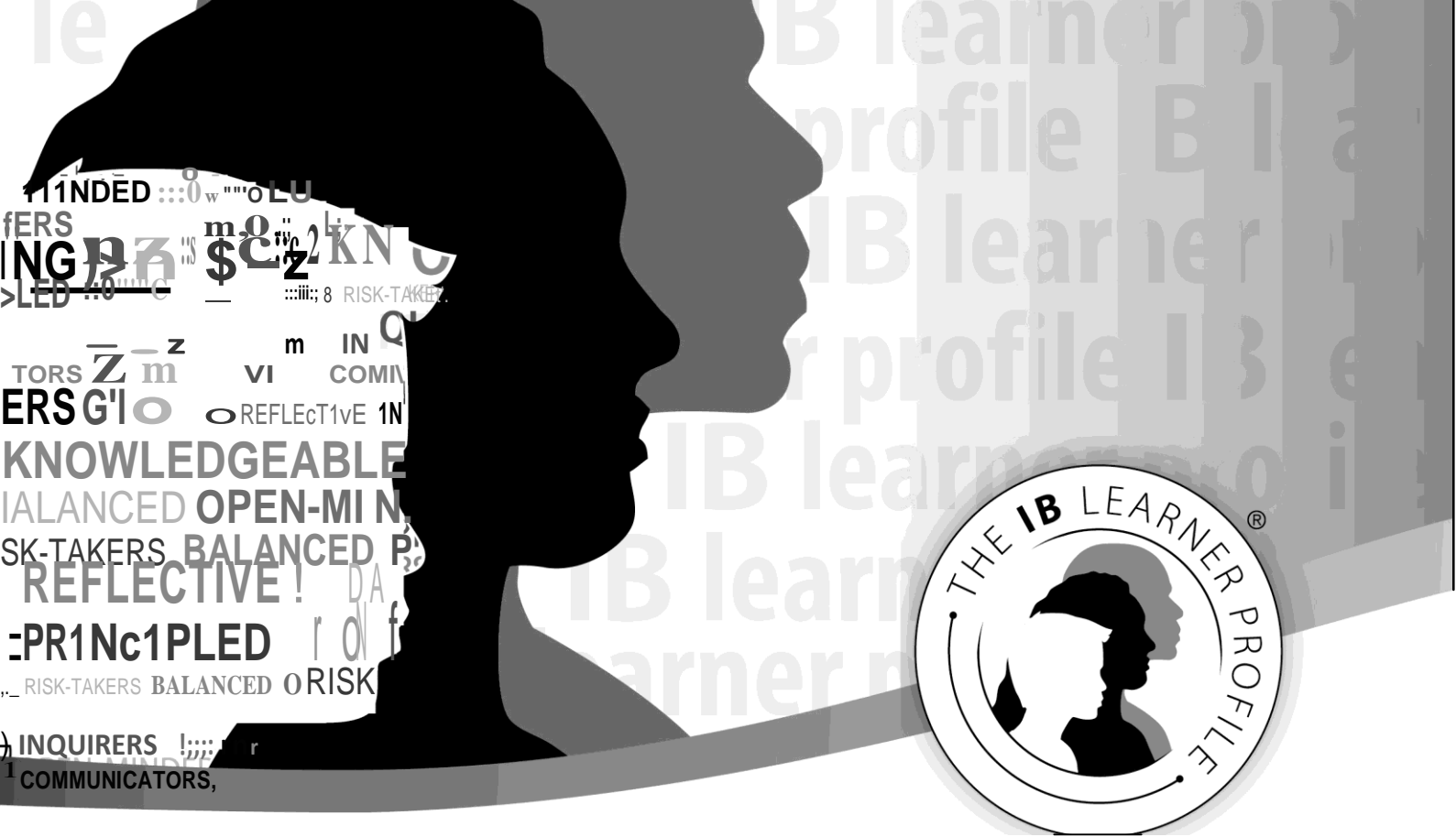


The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

## The MYP

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes** and **skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of**

**learning.**



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

### As IB learners we strive to be:

#### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

#### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# Physical & Health Education 8

## Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

## Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP physical and health education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.

The objectives for years 1, 3 and 5 of the programme are provided in the guide and their use is mandatory.

These objectives relate directly to the assessment criteria found in the “Assessed curriculum” section of this guide.

Together these objectives reflect the knowledge, skills and attitudes that students need in order to develop an active and healthy life; they represent essential aspects of physical, personal and social development.

## **A. Knowing and understanding**

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

- i. explain physical 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.

## **B. Planning for performance**

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

- i. design, explain and justify plans to improve physical performance and health
- ii. analyse and evaluate the effectiveness of a plan based on the outcome.

## **C. Applying and performing**

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

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

## **D. Reflecting and improving performance**

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

- i. explain and demonstrate strategies that enhance interpersonal skills

- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

## Conceptual understanding

A concept is a “big idea”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of physical and health education.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

## Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among

- courses within the physical and health education subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of physical and health education are **change**, **communication** and **relationships**. These key concepts provide a framework for physical and health education, informing units of work and helping to organize teaching and learning.

**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.

In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.

**Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).

Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also **how** that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.

**Relationships** are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.

In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills.

Other key concepts can also be important in physical and health education. For example, **connections** emphasize personal opportunities and risks related to people, places, communities, climate and cultures. The connection between physical activity, physical education and health is also critical. **Form** is evident in all aspects of sport and dance. **Logic** underpins reflective activities in both physical education and health: players and performers use logic (including scientific thinking) to analyse, evaluate and improve performance.

## Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

| Related concepts in physical and health education |             |              |
|---|-------------|--------------|
| Adaptation  | Balance     | Choice       |
| Energy  | Environment | Function     |
| Interaction                                       | Movement    | Perspectives |
| Refinement  | Space       | Systems      |



# Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP mathematics can develop meaningful explorations of:

- identities and relationships  
**Who I am? Who are we?**
- orientation in space and time  
**What is the meaning of ‘when’ and ‘where’?**
- personal and cultural expression  
**What is the nature and purpose of creative expression?**
- scientific and technical innovation  
**How do we understand the world in which we live?**
- globalization and sustainability  
**How is everything connected?**
- fairness and development  
**What are the consequences of our common humanity?**

## Course Content and MYP Units

(See attachments)

# Criterion A: Knowing and understanding

# YEAR 3

Maximum: 8

At the end of year 3, students should be able to:

- i. describe physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

| Achievement level | Level descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors below.   |
| 1-2               | The student: <ul style="list-style-type: none"><li>i. <b>recalls</b> physical and health education factual, procedural and conceptual knowledge</li><li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations</li><li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success.</b></li></ul>   |
| 3-4               | The student: <ul style="list-style-type: none"><li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li><li>ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and to solve</b> problems set in <b>familiar situations</b></li><li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li></ul>  |
| 5-6               | The student: <ul style="list-style-type: none"><li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li><li>ii. <b>applies</b> physical and health education knowledge to <b>describe</b> issues to <b>solve</b> problems set in familiar situations <b>and suggest</b> solutions to problems set in <b>unfamiliar situations</b></li><li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li></ul> |
| 7-8               | The student: <ul style="list-style-type: none"><li>i. describes physical health education factual, procedural and conceptual knowledge</li><li>ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</li><li>iii. applies physical and health terminology consistently and effectively to communicate understanding.</li></ul>  |

## Criterion B: Planning for performance

## YEAR 3

Maximum: 8

At the end of year 3, students should be able to:

- i. design and explain a plan for improving physical performance and health
- ii. explain the effectiveness of a plan based on the outcome.

| Achievement level | Level descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors below.   |
| 1–2               | The student:<br>i. <b>outlines</b> a plan for improving physical performance and health<br>ii. <b>states</b> the effectiveness of a plan based on the outcome.                   |
| 3–4               | The student:<br>i. <b>constructs and outlines</b> a plan for improving physical performance and health<br>ii. <b>outlines</b> the effectiveness of a plan based on the outcome.  |
| 5–6               | The student:<br>i. <b>constructs and explains</b> a plan for improving physical performance and health<br>ii. <b>describes</b> the effectiveness of a plan based on the outcome. |
| 7–8               | The student:<br>i. <b>designs and explains</b> a plan for improving physical performance and health<br>ii. <b>explains</b> the effectiveness of a plan based on the outcome.     |

## Criterion C: Applying and performing YEAR 3

Maximum: 8

At the end of year 3, students should be able to:

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

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student does not reach a standard described by any of the descriptors below.  |
| 1-2               | The student: <ol style="list-style-type: none"><li>i. <b>recalls</b> and <b>applies</b> skills and techniques with limited success</li><li>ii. <b>recalls</b> and <b>applies</b> strategies and movement concepts with limited success</li><li>iii. <b>recalls</b> and <b>applies</b> information to perform.</li></ol>                     |
| 3-4               | The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques with limited success</li><li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li><li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li></ol> |
| 5-6               | The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li><li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li><li>iii. <b>identifies</b> and <b>applies</b> information to perform <b>effectively</b>.</li></ol>                               |
| 7-8               | The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li><li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li><li>iii. <b>outlines</b> and <b>applies</b> information to perform <b>effectively</b>.</li></ol>           |

## Criterion D: Reflecting and improving performance YEAR 3

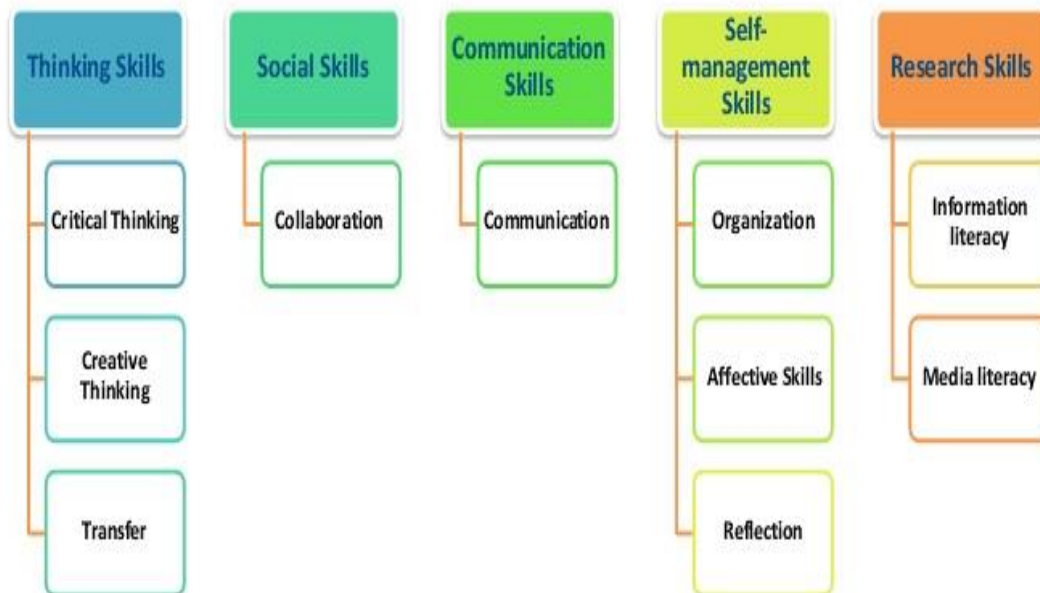
Maximum: 8

At the end of year 3, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. outline goals and apply strategies to enhance performance
- iii. explain and evaluate performance.

| Achievement level | Level descriptor   |
|-------------------|--|
| 0                 | The student does not reach a standard described by any of the descriptors below.   |
| 1–2               | The student: <ol style="list-style-type: none"><li>i. <b>identifies</b> strategies that enhance interpersonal skills</li><li>ii. <b>lists</b> goals to enhance performance</li><li>iii. <b>summarizes</b> performance.</li></ol>   |
| 3–4               | The student: <ol style="list-style-type: none"><li>i. <b>identifies</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li><li>ii. <b>identifies</b> goals to enhance performance</li><li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li></ol>                            |
| 5–6               | The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li><li>ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>outlines</b> and <b>evaluates</b> performance.</li></ol> |
| 7–8               | The student: <ol style="list-style-type: none"><li>i. describes and demonstrates strategies that enhance interpersonal skills</li><li>ii. outlines goals and applies strategies to enhance performance</li><li>iii. explains and evaluates performance.</li></ol>  |

# Learning Skills in the MYP – ATL Skills



Think about how the framework above might develop all aspects of skills needed by the 21<sup>st</sup> century learner!