

COURSE OUTLINE – MYP YEAR 3 PHYSICAL & HEALTH EDUCATION



Course Overview:

The focus of PHE 8 is to foster a positive mindset that promotes participation in physical activity, healthy living, and relationship building. Students are introduced to creating personal fitness goals, building fitness plans, and reflecting on their performance. Students will develop physical literacy through a variety of physical activities.

Expectations:

- PHE 8 is a participatory class, students are expected to respectfully engage in all activities.
- Students must come to class changed and prepared to start at the second bell. You are not allowed to change before or after class in the gym, washrooms, hallway, etc. You must come to school in your PHE strip and bring a water bottle.
- Proper PHE strip includes shorts or sweatpants (jeggings, joggers and jeans are not acceptable), t-shirt, sweatshirt, proper athletic shoes (bring weather appropriate clothing should it rain).
- If injured, students must provide a note or email from home, outlining injury and expected return to action date. Extended cases must provide a note from a medical professional. Adaptations will be provided for students whose medical condition does not allow a return to action.

Learning:

Through engaging with this course, students should UNDERSTAND...

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.



Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.



Healthy choices influence our physical, emotional, and mental well-being.



Healthy relationships can help us lead rewarding and fulfilling lives.



Advocating for the health and well-being of others connects us to our community.



Through engaging with this course, students will KNOW...

Statement of Inquiry	Key Concept/Concepts	Unit
Good team relationships require interaction to achieve proper movement and team balance.	Relationships, Balance, Interaction, Movement	Net Games
Using verbal and non-verbal communication allows us to share our perspectives, be a good teammate, and balance the players on a team within the field of play.	Communication, Balance, Movement, Perspectives	Territory Invasion
Our choices related to our health and well-being can affect life balance, relationships and interactions with others.	Relationships, Balance, Choice, Interaction	Health and Well-being
Choice and balance can contribute to a positive relationship with our health and well-being.	Relationships, Balance, Choice	Fitness
We can communicate a variety of perspectives with the movement and interaction of group members through the creation of a group dance.	Communication, Interaction, Movement, Perspectives	Dance
To maintain balance, you must at times make changes to thoughts and movements.	Change, Movement, Balance	Gymnastics

Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Physical literacy	<p>Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments.</p> <p>Develop and apply a variety of movement concepts and strategies in different physical activities.</p> <p>Develop and demonstrate safety, fair play, and leadership in physical activities.</p>
Healthy and active living	<p>Participate daily in physical activity designed to enhance and maintain health components of fitness.</p> <p>Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness.</p> <p>Identify and apply strategies to pursue personal healthy-living goals</p> <p>Reflect on outcomes of personal healthy-living goals and assess strategies used</p>
Social and community health	<p>Propose strategies for:</p> <ul style="list-style-type: none"> - avoiding and/or responding to potentially unsafe, abusive, or exploitive situations - responding to discrimination, stereotyping, and bullying - developing and maintaining healthy relationships
Mental well-being	<p>Describe and assess strategies for promoting mental well-being, for self and others</p> <p>Describe and assess strategies for managing problems related to mental well-being and substance use, for others</p> <p>Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence</p>

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in PHE:

Category Skill indicator	Examples
Thinking skills	Game situation decision making, Designing fitness plans, Reflection on personal goals and plans, Transferring skills and strategies from one activity to another.
Social skills	Positive team relationships, Including others, Encouraging teammates
Communication skills	Communicating with teammates, Listening to teammates, Proper body language in sport
Self-management skills	Being on time, Remembering PHE strip daily, Managing emotions, Practicing perseverance
Research skills	Finding and evaluating health information, Media literacy and awareness

Assessment:

Throughout this course, students will demonstrate their learning...

The MYP PHE course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. Formative assessments could include;	Summative assessment is assessment <i>of</i> learning. Summative assessments could include;
A: Knowing and Understanding	In-game feedback, peer teaching, in class discussion, visual demonstration	Criterion A: Assessment Task, SWOT Analysis of Health, knowledge tests
B: Planning for Performance	At home workout reviews, connecting exercises with muscle groups	Fitness Plan, Dance Performance
C: Applying and Performing	Practicing skills and receiving instruction, drills and scrimmages	Performance tests,
D: Reflecting and Improving Performance	Individual and class discussions	Beep Test Fitness Goals, written reflections, self-assessments,

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

Grade Descriptors:

Grade 7

Produces high-quality, frequently innovative physical and health solutions through the application of physical and health strategies. Communicates comprehensive, nuanced understanding of physical and health concepts and contexts through independent and detailed work. Consistently demonstrates sophisticated analytical thinking and critical evaluation to improve skills and techniques in physical and health education. Frequently transfers knowledge and applies skills, with independence and expertise, to complex real-world situations.

Grade 6

Produces high-quality, occasionally innovative physical and health solutions through the application of physical and health strategies. Communicates extensive understanding of physical and health concepts and contexts through independent and detailed work. Demonstrates analytical thinking and critical evaluations, frequently with sophistication, to improve skills and techniques in physical and health education. Transfers knowledge and applies skills, often with independence, to real world situations.

Grade 5

Produces generally high-quality physical and health solutions through the application of physical and health strategies. Communicates good understanding of physical and health concepts and contexts. Demonstrates analytical thinking and critical evaluations, sometimes with sophistication to improve skills and techniques in physical and health education. Usually transfers knowledge and applies skills with some independence to real-world situations.

Grade 4

Produces good-quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with few misunderstandings and minor gaps. Often demonstrates analytical thinking and critical evaluations to improve skills and techniques in physical and health education. Transfers some knowledge and applies some skills in familiar situations, but requires support in unfamiliar situations.

Grade 3

Produces acceptable quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with occasional significant misunderstandings or gaps. Begins to demonstrate some analytical thinking and critical evaluation of skills and techniques in physical and health education. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.

Grade 2

Produces work of limited quality. Communicates limited understanding of some physical and health education factual, procedural and conceptual knowledge. Demonstrates limited evidence of analytical thinking or critical evaluation of skills and techniques in physical and health education. Limited evidence of transfer of knowledge or application of skills.

Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most factual, procedural and conceptual knowledge. Very rarely demonstrates critical or analytical thinking. Very inflexible, rarely shows evidence of knowledge or skills.

Assessment Rubrics:

Grade 8

Criterion A: Knowing and 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"> • recalls physical and health education factual, procedural and conceptual knowledge • identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations • applies physical and health terminology to communicate understanding with limited success.
3-4	The student: <ul style="list-style-type: none"> • states physical and health education factual, procedural and conceptual knowledge • identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations • applies physical and health terminology to communicate understanding.
5-6	The student: <ul style="list-style-type: none"> • outlines physical and health education factual, procedural and conceptual knowledge • applies physical and health education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations • applies physical and health terminology consistently to communicate understanding.
7-8	The student: <ul style="list-style-type: none"> • describes physical health education factual, procedural and conceptual knowledge • applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations • applies physical and health terminology consistently and effectively to communicate understanding.

Criterion B: Planning for performance

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"> • states a goal to enhance performance • outlines a limited plan for improving physical performance and health.
3-4	The student: <ul style="list-style-type: none"> • lists goals to enhance performance • outlines a plan for improving physical performance and health.
5-6	The student: <ul style="list-style-type: none"> • identifies goals to enhance performance • designs a plan for improving physical performance and health.
7-8	The student: <ul style="list-style-type: none"> • outlines goals to enhance performance • designs and explains a plan for improving physical performance and health.

Criterion C: Applying and performing

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"> • recalls and applies skills and techniques with limited success • recalls and applies strategies and movement concepts with limited success • recalls and applies information to perform.
3-4	The student: <ul style="list-style-type: none"> • demonstrates and applies skills and techniques with limited success • demonstrates and applies strategies and movement concepts with limited success • identifies and applies information to perform.
5-6	The student: <ul style="list-style-type: none"> • demonstrates and applies skills and techniques • demonstrates and applies strategies and movement concepts • identifies and applies information to perform effectively.
7-8	The student: <ul style="list-style-type: none"> • demonstrates and applies a range of skills and techniques • demonstrates and applies a range of strategies and movement concepts • outlines and applies information to perform effectively.

Criterion D: Reflecting and improving performance

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"> • identifies strategies to enhance interpersonal skills • states the effectiveness of a plan • outlines performance.
3-4	The student: <ul style="list-style-type: none"> • identifies and demonstrates strategies to enhance interpersonal skills • states the effectiveness of a plan based on the outcome • outlines and summarizes performance.
5-6	The student: <ul style="list-style-type: none"> • outlines and demonstrates strategies to enhance interpersonal skills • describes the effectiveness of a plan based on the outcome • outlines and evaluates performance.
7-8	The student: <ul style="list-style-type: none"> • describes and demonstrates strategies to enhance interpersonal skills • explains the effectiveness of a plan based on the outcome • explains and evaluates performance.