

## 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
<b>Physical literacy</b>	<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>
<b>Healthy and active living</b>	<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>
<b>Social and community health</b>	<p>Propose strategies for:</p> <ul style="list-style-type: none"> <li>- avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</li> <li>- responding to discrimination, stereotyping, and bullying</li> <li>- developing and maintaining healthy relationships</li> </ul>
<b>Mental well-being</b>	<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
<b>Thinking skills</b>	Game situation decision making, Designing fitness plans, Reflection on personal goals and plans, Transferring skills and strategies from one activity to another.
<b>Social skills</b>	Positive team relationships, Including others, Encouraging teammates
<b>Communication skills</b>	Communicating with teammates, Listening to teammates, Proper body language in sport
<b>Self-management skills</b>	Being on time, Remembering PHE strip daily, Managing emotions, Practicing perseverance
<b>Research skills</b>	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. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Knowing and Understanding</b>	In-game feedback, peer teaching, in class discussion, visual demonstration	Criterion A: Assessment Task, SWOT Analysis of Health, knowledge tests
<b>B: Planning for Performance</b>	At home workout reviews, connecting exercises with muscle groups	Fitness Plan, Dance Performance
<b>C: Applying and Performing</b>	Practicing skills and receiving instruction, drills and scrimmages	Performance tests,
<b>D: Reflecting and Improving Performance</b>	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>

## Assessment Rubrics:

### Grade 8

#### Criterion A: Knowing and understanding

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

#### Criterion B: Planning for performance

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> <li>• <b>states</b> a goal to enhance performance</li> <li>• <b>outlines</b> a <b>limited</b> plan for improving physical performance and health.</li> </ul>
3-4	Developing	The student: <ul style="list-style-type: none"> <li>• <b>lists</b> goals to enhance performance</li> <li>• <b>outlines</b> a plan for improving physical performance and health.</li> </ul>
5-6	Proficient	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> goals to enhance performance</li> <li>• <b>designs</b> a plan for improving physical performance and health.</li> </ul>
7-8	Extending	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> goals to enhance performance</li> <li>• <b>designs and explains</b> a plan for improving physical performance and health.</li> </ul>

## Criterion C: Applying and performing

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

## Criterion D: Reflecting and improving performance

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> strategies to enhance interpersonal skills</li> <li>• <b>states</b> the effectiveness of a plan</li> <li>• <b>outlines</b> performance.</li> </ul>
3-4	Developing	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>states</b> the effectiveness of a plan based on the outcome</li> <li>• <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>
5-6	Proficient	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>describes</b> the effectiveness of a plan based on the outcome</li> <li>• <b>outlines</b> and <b>evaluates</b> performance.</li> </ul>
7-8	Extending	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>explains</b> the effectiveness of a plan based on the outcome</li> <li>• <b>explains</b> and <b>evaluates</b> performance.</li> </ul>