

## COURSE OUTLINE – MYP YEAR 4 PHYSICAL & HEALTH EDUCATION



### Course Overview & Expectations:

The focus of PHE 9 is to build on the skills and concepts learned in grade 8. We aim to foster a positive mindset that promotes participation in physical activity, healthy living, and relationship building. Students continue to create personal fitness goals, build fitness plans, and reflect on their performance. Students will develop physical literacy through a variety of physical activities.

### Expectations:

- PHE 9 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
Relationships, communication and making connections with our teammates allows us to refine our skills and build systems.	Relationships, Communication, Systems	Net Games
During gameplay, players must make strategic choices and changes for offensive and defensive systems.	Change, Choice, Systems	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
Examining goals and previous fitness outcomes allows us to identify areas for further development, and adapt movement strategies for improved results.	Development, Adaptation, Movement	Fitness
Movement routines have positive outcomes when we communicate, cooperate and interact with one another to include a variety of perspectives.	Communication, Movement, Interaction, Perspectives.	Dance
Gymnastics floor routines require performers to refine and change balance for static and dynamic movement patterns.	Change, Refinement, 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
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 <b>as</b> learning, or assessment <b>for</b> learning. <b>Formative assessments could include;</b>	Summative assessment is assessment <b>of</b> 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 9

#### 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: <b>outlines</b> physical and health education factual, procedural and conceptual knowledge <b>explain</b> physical and health education knowledge to <b>define</b> issues and <b>suggest</b> solutions to problems set in familiar situations <b>applies</b> physical and health terminology to communicate understanding with limited success.
3-4	The student: <b>defines</b> physical and health education factual, procedural and conceptual knowledge <b>distinguishes</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in familiar situations <b>applies</b> physical and health terminology to communicate understanding.
5-6	The student: <b>examine</b> physical and health education factual, procedural and conceptual knowledge <b>applies</b> physical and health education knowledge to <b>formulate ways to solve</b> problems set in familiar and unfamiliar situations <b>applies</b> physical and health terminology consistently to communicate understanding.
7-8	The student: <b>identifies</b> physical and health education factual, procedural and conceptual knowledge <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve</b> complex problems set in familiar and unfamiliar situations <b>applies</b> 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"> <li><b>lists</b> goals to enhance performance</li> <li><b>outlines</b> a plan for improving physical performance and health.</li> </ul>
3-4	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>
5-6	The student: <ul style="list-style-type: none"> <li><b>outlines</b> goals to enhance performance</li> <li><b>constructs and describes</b> a plan to improve physical performance and health.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li><b>explains</b> goals to enhance performance</li> <li><b>designs and explains</b> a plan to improve physical performance and health.</li> </ul>

## 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: <b>attempts to apply</b> skills and techniques with limited success <b>attempts to apply</b> strategies and movement concepts with limited success <b>recalls</b> information to perform.
3-4	The student: <b>demonstrates</b> and <b>applies</b> skills and techniques with some success <b>demonstrates</b> and <b>applies</b> strategies and movement concepts with some success <b>identifies</b> and <b>applies</b> information to perform.
5-6	The student: <b>demonstrates</b> and <b>applies</b> most skills and techniques <b>demonstrates</b> and <b>applies</b> most strategies and movement concepts <b>analyses</b> and <b>applies</b> information to perform.
7-8	The student: <b>demonstrates</b> and <b>applies</b> a range of intermediate skills and techniques <b>demonstrates</b> and <b>applies</b> a range of intermediate strategies and movement concepts <b>states</b> and <b>applies</b> 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"> <li>• <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>outlines</b> the effectiveness of a plan based on the outcome</li> <li>• <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</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>describes</b> and summarizes performance.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>analyses</b> the effectiveness of a plan based on the outcome</li> <li>• <b>explains</b> and <b>evaluates</b> performance.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>analyses</b> and <b>evaluates</b> the effectiveness of a plan based on the outcome</li> <li>• <b>analyses</b> and <b>evaluates</b> performance.</li> </ul>