

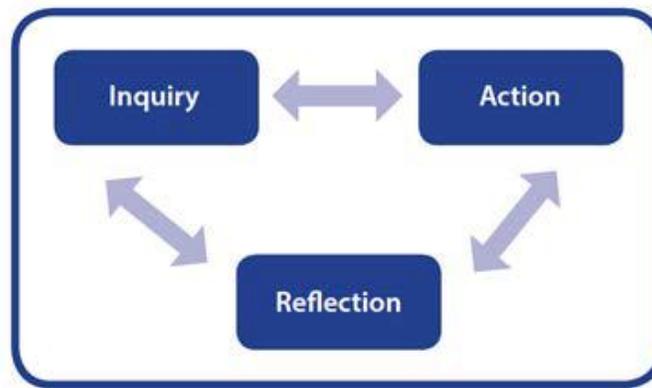
COURSE OUTLINE – MYP YEAR 5 PHYSICAL AND HEALTH EDUCATION

At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.

Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.

UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.



(Developing an MYP Unit, 2014)

Physical and Health Education Key Concepts:

- Change
- Relationships
- Communication

Physical and Health Related Concepts:

- Adaptation
- Energy
- Interaction
- Refinement
- Balance
- Environment
- Movement
- Space
- Choice
- Function
- Perspectives
- Systems



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MYP Global Contexts guide classroom inquiries and encourage an international perspective

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Approaches to Learning

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Physical and Health Education:

| Category | Skill indicator |
|------------------------|---|
| Thinking skills | Evaluate the benefits and limitations of set plays |
| Social skills | Give specific feedback on technique that will improve the performance of others |
| Communication skills | Develop systems of non-verbal communication to execute team movement effectively |
| Self-management skills | Practice positive thinking to improve mental strength |
| Research skills | Make connections between the various aspects of health and how they impact well-being |

The MYP Physical and Health Education course will focus on developing skills related to 4 criteria based objectives.

- Knowing and understanding
- Planning for performance
- Applying and performing
- Reflecting and improving performance

Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.





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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"> • states physical and health education factual, procedural and conceptual knowledge • applies physical and health education knowledge to investigate 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"> • outlines physical and health education factual, procedural and conceptual knowledge • applies physical and health education knowledge to analyse 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"> • identifies physical and health education factual, procedural and conceptual knowledge • applies physical and health education knowledge to analyse issues to solve problems set in familiar and unfamiliar situations • applies physical and health terminology consistently to communicate understanding. |
| 7-8 | The student: <ul style="list-style-type: none"> • explains physical and health education factual, procedural and conceptual knowledge • applies physical and health education knowledge to analyse complex issues to solve complex 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"> • constructs and outlines a plan to improve physical performance or health • outlines the effectiveness of a plan based on the outcome. |
| 3-4 | The student: <ul style="list-style-type: none"> • constructs and describes a plan to improve physical performance or health • explains the effectiveness of a plan based on the outcome. |
| 5-6 | The student: <ul style="list-style-type: none"> • designs and explains a plan to improve physical performance or health • analyses the effectiveness of a plan based on the outcome. |
| 7-8 | The student: <ul style="list-style-type: none"> • designs, explains and justifies a plan to improve physical performance or health • analyses and evaluates the effectiveness of a plan based on the outcome. |





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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">• demonstrates and applies skills and techniques with limited success• demonstrates and applies strategies and movement concepts with limited success• recalls information to perform. |
| 3-4 | 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. |
| 5-6 | 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• analyses and applies information to perform. |
| 7-8 | The student: <ul style="list-style-type: none">• demonstrates and applies a range of complex skills and techniques• demonstrates and applies a range of complex strategies and movement concepts• analyses 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 and demonstrates strategies to enhance interpersonal skills• identifies goals to enhance performance• outlines and summarizes performance. |
| 3-4 | The student: <ul style="list-style-type: none">• outlines and demonstrates strategies to enhance interpersonal skills• outlines goals and applies strategies to enhance performance• describes and summarizes performance. |
| 5-6 | The student: <ul style="list-style-type: none">• describes and demonstrates strategies to enhance interpersonal skills• explains goals and applies strategies to enhance performance• explains and evaluates performance. |
| 7-8 | The student: <ul style="list-style-type: none">• explains and demonstrates strategies to enhance interpersonal skills• develops goals and applies strategies to enhance performance• analyses and evaluates performance. |

