

## COURSE OUTLINE – MYP YEAR 5 PHYSICAL AND HEALTH EDUCATION

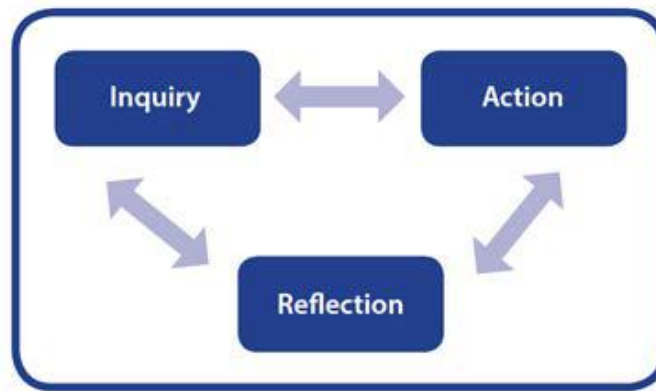
---

*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



**CARSON GRAHAM  
SECONDARY**

**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:

<b>Category</b>	<b>Skill indicator</b>
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.





**CARSON GRAHAM  
SECONDARY**

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"> <li>• <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>• <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>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	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>analyse</b> issues and to <b>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	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>• <b>applies</b> physical and health education knowledge to <b>analyse</b> issues to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>• <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>• <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li> <li>• <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>• <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</li> </ul>

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>constructs and outlines</b> a plan to improve physical performance or health</li> <li>• <b>outlines</b> the effectiveness of a plan based on the outcome.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>constructs and describes</b> a plan to improve physical performance or health</li> <li>• <b>explains</b> the effectiveness of a plan based on the outcome.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>designs and explains</b> a plan to improve physical performance or health</li> <li>• <b>analyses</b> the effectiveness of a plan based on the outcome.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>designs, explains and justifies</b> a plan to improve physical performance or health</li> <li>• <b>analyses and evaluates</b> the effectiveness of a plan based on the outcome.</li> </ul>





**CARSON GRAHAM  
SECONDARY**

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

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>identifies</b> goals to enhance performance</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>outlines</b> goals and <b>applies</b> strategies to enhance performance</li><li>• <b>describes</b> and <b>summarizes</b> 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>explains</b> goals and <b>applies</b> strategies to enhance performance</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>develops</b> goals and <b>applies</b> strategies to enhance performance</li><li>• <b>analyses</b> and <b>evaluates</b> performance.</li></ul>

