

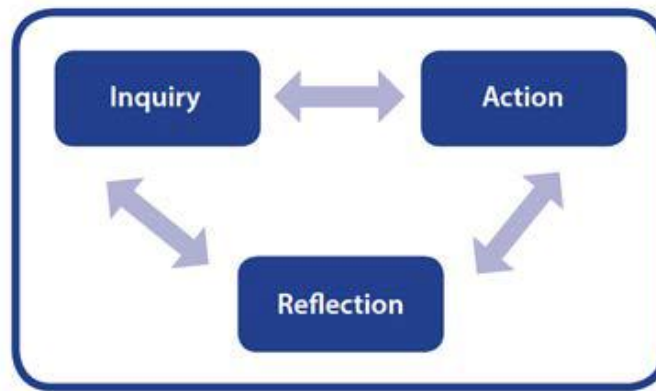
COURSE OUTLINE – MYP YEAR 4 PHYSICAL AND HEALTH EDUCATION

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">• outlines physical and health education factual, procedural and conceptual knowledge• explain physical and health education knowledge to define 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">• defines physical and health education factual, procedural and conceptual knowledge• distinguishes 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">• examine physical and health education factual, procedural and conceptual knowledge• applies physical and health education knowledge to formulate ways 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">• identifies 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• comments on the effectiveness of a plan based on the outcome.
3-4	The student: <ul style="list-style-type: none">• constructs and explains 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">• formulates, explains and reflects on 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 reflects on a plan to improve physical performance or health• analyses and reflects 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"> • attempts to apply skills and techniques with limited success • attempts to apply 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 with some success • demonstrates and applies strategies and movement concepts with some success • identifies and applies information to perform.
5-6	The student: <ul style="list-style-type: none"> • demonstrates and applies most skills and techniques • demonstrates and applies most 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 intermediate skills and techniques • demonstrates and applies a range of intermediate strategies and movement concepts • states 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 attempts strategies to enhance interpersonal skills • outlines goals to enhance performance • outlines and summarizes performance.
3-4	The student: <ul style="list-style-type: none"> • describes and demonstrates strategies to enhance interpersonal skills • identify 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 • outlines 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 • formulates goals and applies strategies to enhance performance • analyses and evaluates performance.

