

**MYP Physical Education and Health Course Guide**

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

MYP Aims

**Criterion A: Knowing and Understanding**

- explain physical health education factual, procedural and conceptual knowledge
- apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology effectively to communicate understanding.

**Criterion B: Planning for Performance**

- design, explain and justify plans to improve physical performance and health
- analyze and evaluate the effectiveness of a plan based on the outcome.

**Criterion C: Applying and Performing**

- demonstrate and apply a range of skills and techniques effectively
- demonstrate and apply a range of strategies and movement concepts
- analyze and apply information to perform effectively.

**Criterion D: Reflecting and Improving Performance**

- explain and demonstrate strategies to enhance interpersonal skills
- develop goals and apply strategies to enhance performance
- analyze and evaluate performance.

MYP Objectives

| MYP Year         | FCS Unit                     | Title  | Key Concepts               | Related Concepts               | Global Context              | Statement of Inquiry   | MYP Objectives   | MYP Assessment Task  | Atl Skills                        | Length of Time | Links to C-Service      |
|------------------|------------------------------|--|----------------------------|--------------------------------|-----------------------------|--|--|--|-----------------------------------|----------------|-------------------------|
| Health 6-8       | 1. Wellness                  | Wellness: Personal & Emotional Health Safety & First Aid | Relationships Non-MYP unit | function, choice, interaction  | Identities & Relationships  | Balancing relationships help us to understand ourselves and interact others                          | B. Planning for performance C. Applying & performing               | Project 7th- IB Learner Avatar Project 8th: Mental & Emotional Health      | self-management Thinking Research | 3 weeks 1 week | Upstanders Extension    |
|                  | 2. Mental & Emotional Health |  |                            |                                |                             |  |  |  |                                   |                |                         |
|                  | 3. Safety & First Aid        |  |                            |                                |                             |  |  |  |                                   |                |                         |
|                  | 4. Safety & First Aid        |  |                            |                                |                             |  |  |  |                                   |                |                         |
|                  | 5 Nutrition                  | Nutrition  | Change                     | choice, adaptation             | Orientation in space & time | Our choices allow our bodies to adapt and form habits that lead to healthier lifestyles.             | A. Knowledge & understanding D. Reflecting & Improving Performance | 6th- Food Pyramid Metaphor 7th- Fast Food Facts 8th- Calorie Count Project | Thinking Research self-management | 2 weeks        | Fall- Riverwood Runs    |
|                  | 6. Tobacco Use               | Tobacco, Disease, and Sex Education                      | Communication              | Function, Balance, Perspective | Identities & Relationships  | Communication functions to enhance our personal well-being, minimize risk, and balance perspectives. | Varies based on Quarter  | 6th- Research & Reflection Project 7th- Disease Prevention Project         | Research                          | 3 weeks        | Awareness posters poste |
|                  | 7. Disease Prevention        |  |                            |                                |                             |  |  |  |                                   |                |                         |
| 8. Sex Education |                              |  |                            |                                |                             |  |  |  |                                   |                |                         |

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|----------|-------------|---------------|---------------|------------------|--|--|---|---|-------------------------|----------------|---|
| PE 6     | Connections | Fitnessgram 6 | Relationships | Movement, Choice | Orientation in space & time: Peoples, boundaries, exchange and interaction | Students must work to develop interconnected, responsive movement patterns to maintain positive balance. | A. Knowing & understanding B. Planning for Performance C. Applying & performing D. Reflecting and improving performance | Fitness Gram 1 Personal Health & Wellness | Thinking/ Communication | 9 weeks        | Create a fitness stations or a circuit training to teach to the local elementary school |

|      |             |               |               |            |  |   |   |                |                      |         |   |
|------|-------------|---------------|---------------|------------|--|---|---|----------------|----------------------|---------|---|
| PE 7 | Connections | Fitnessgram 7 | Communication | Adaptation | Personal and Cultural and expression: Metacognition and abstract thinking. | For the student to function effectively, students must communicate effectively and clearly. | A. Knowing & understanding<br>B. Planning for Performance<br>C. Applying & performing D. Reflecting and improving performance | Fitness Gram 2 | Communication Skills | 9 weeks | Volunteer at the Riverwood 5k   |
| PE 8 | Connections | Fitnessgram 8 | Change        | Refinement | Fairness & Development: Inequality, Difference, Inclusion                  | Students respond & adapt to changing environments, challenges, and situations.              | A. Knowing & understanding<br>B. Planning for Performance<br>C. Applying & performing D. Reflecting and improving performance | Fitness Gram 3 | Self Management      | 9 weeks | Become a volunteer coach/ referee for your local community organization |

Performance Tasks: Basketball, Handball, Ultimate Frisbee, Track & Field, Pickleball, Volleyball, Roller skating, fitness, Contemporary Dance (Ballroom, HipHop, Salsa, Samba).

Interdisciplinary Unit: Olympiad

| MYP Year                                   | Unit   | Title            | Key Concepts  | Related Concepts                      | Global Context                    | Statement of Inquiry   | MYP Objectives   | MYP Assessment Task                  | AtI Skills                                  | Length of Time | Links to C-Service          |  |
|--|--------|------------------|---------------|---------------------------------------|-----------------------------------|--|--|--------------------------------------|---|----------------|-----------------------------|--|
| 9th & 10th Grade Personal Fitness & Health | Unit 1 | Racket Sports    | Relationships | Movement, Adaptation, Space           | Scientific & Technical Innovation | Finding the balance of choices that will impact your life now and later  | C. Applying & performing<br>D. Reflecting and improving performance                | Net Game performance & reflection    | Thinking, Reflection                        | 20 hours       |                             |  |
|  | Unit 2 | Fitnessgram      | Balance       | Energy, Movement Systems, Interaction | Identities & Relationships        | Finding the balance of choices that will impact your life now and later<br>Communication is vital to ensure optimal spacial awareness  | A. Knowing & understanding D. Reflecting and improving                             | Fitnessgram                          | Reflection, self-management, communication, | 10 hours       | Riverwood Runs for a Reason |  |
|  | Unit 3 | Volleyball       | Communication | Interaction                           | Orientation in space & time       | Students will comprehend concepts related to health promotion and disease prevention<br>Team members must communicate effectively to adapt to debatable game play situations in order to hav a fair contest. | C. Applying & performing<br>A. Knowing & understanding D. Reflecting and improving | Game Performance & reflection social |   | 10 hours       |                             |  |
|  | Unit 4 | Mental/ Health   | Relationships | Interaction                           | Identities & Relationships        |  |  | In development                       |   |                |                             |  |
|  | Unit 5 | Ultimate Frisbee | Communication | Refinement, Adaptation                | Fairness & Development            |  | A. Knowing & understanding<br>D. Reflecting and improving performance              | Performance & Critique               | communication, social                       | 4 weeks?       |                             |  |