

**Stockton Collegiate International Schools**  
**MYP Physical Education**  
**Level 5, Grade 10**

**1. Course Description**

Physical education in the MYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. The MYP program will build on the student’s previous experience in the PYP Physical Education program. Throughout the five years of the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long term healthy living outside of the classroom. The learning and development associated with physical education should contribute to students developing the qualities of the IB learner profile and engaging with the fundamental concepts of the MYP. Holistic learning, intercultural awareness and communication will be keystones to this program and will be interwoven using traditional and non-traditional activities.

**II. State Standards and MYP Objectives**

<b>MYP Objectives</b>	<b>California State Standards</b>
<b>Use of knowledge:</b> Students will be able to use physical education terminology in context, analyze situations and solve problems. Students will demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts that contribute to fitness.	Students will: -demonstrate competency in motor skills, movement patterns, strategies and health needed to perform a variety of physical activities. -assess and maintain a level of physical fitness to improve health and performance.
<b>Movement composition:</b> Students will explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity. Students will link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow.	-perform rhythmic skills and movement patterns, and choreographed routines for a variety of physical activities. -develop and teach a cooperative movement game using strategy and skills.
<b>Performance:</b> Students will demonstrate the skills and techniques necessary for active participation in a variety of physical activities. They will apply tactics, strategies and rules in both individual and group situation.	-achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. -demonstrate the motor skills used to manipulate equipment and objects for a variety of physical activities, routines and games.
<b>Social skills and personal engagement:</b> Students will interact and communicate responsibly while engaging in activity as well as learn to value the input of others. They will be able to reflect critically upon their own achievements as well as set goals and work towards achieving them.	-demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. -provide feedback to partner and discuss procedures and strategies for a safe PE environment. -combine and organize food and fitness logs.

**III. Areas of Interaction**

Physical education will bring the unique perspective of learning through the physical, which can greatly contribute to students’ approaches to learning (ATL) skills, and is transferable across other subject groups. We will look at how we can impact our community through service learning projects utilizing health and wellness activities. Students will walk away from these studies knowing how to seek out healthy activities in and around their communities and how they can get involved in activities that not only help themselves but help others. Understanding theories and scientific information pertaining to their health is imperative to creating intelligent thinkers in the field of physical education. Examining human ingenuity in this field will expose students to a wealth of information that encompasses all subject matter. Many scientific, historic and social strides have been made in this field and we will examine some closely to have a better understanding of their impact on us and our environment. The health and social education component will be the fundamental base for physical education in the hope that we become intelligent and proactive members of a larger community.

#### IV. Texts and Resources

A variety of learning resources will be used in this class. The use of music, video, newspaper articles, props, book excerpts, discussion, Internet, interactive games, manipulatives, sporting equipment and journaling will be regular practice. A one inch three ring binder will be kept throughout the year for grading and organizational purposes. Students will be expected to bring PE clothes, which include; PE shorts, PE shirt and tennis shoes.

#### V. Methodology

Although students are physically participating in many of the activities in this class, there will be a wide variety of methodologies used to share knowledge. All information will be delivered in such a way that all students will have an opportunity to learn. Information will be delivered through direct instruction, experiential learning, cooperative learning, inquiry-based instruction, peer teaching and many other methods. This is a student-centered environment built around student engagement and success, methodologies will be adjusted to suit the needs of the students.

#### VI. Methods of Assessment

The single most important aim of assessment at Stockton Collegiate is to support and encourage student learning. Teachers will use formative assessments to guide their instruction day-by-day. These assessments are generally not included in the students' final grades. Summative assessments are the students' opportunity to demonstrate their level of achievement at the end of a unit and are included as part of a final grade. The MYP approach to assessment recognizes the importance of the processes of learning as well as the products of learning. The MYP assessment model is criterion-related, meaning that it is based upon pre-determined criteria to which all students (and parents) have access.

Name of Unit	Unit Question	Assessment
Football	What are my responsibilities as a team player?	Criterion D – Community and Service
Volleyball	What does effective communication look like?	Criterion A – Health and Social Education
Lacrosse	How does physical fitness make an impact on my daily life?	Criterion B,C – Health and Social Education
Dance	How does my identity impact my creative process?	Criterion A,B,C,D – Human Ingenuity
Basketball	How do individuals reach the top of their field?	Criterion A – Environments
Soccer	Why and how do we create?	Criterion B,C – Human Ingenuity
Pickleball	How can attitudes help me master a specific skill?	Criterion B – Human Ingenuity
Softball	How does the local community influence my education?	Criterion D – Community and Service
Outdoor Education	What are my responsibilities to the environment as a global citizen?	Criterion A,B,C,D – Environments
Nutrition and Physical Activity	How true is the belief that we need balance between mind and body?	Criterion A – Health and Social Education
Growth, Development & Sexual Health	How am I changing?	Criterion A – Health and Social Education
Injury Prevention & Safety	How does the environment influence my decision in a life saving situation?	Criterion A – Environments
Alcohol, Tobacco & Other Drugs	How do I think and act?	Criterion D – Health and Social Education
Mental, Emotion & Social Health	How can I look after myself and others?	Criterion A – Health and Social Education
Personal and Community Health	What resources do we have or need?	Criterion A – Environments

#### VII. Grading Policy

Grades will be determined using a combination of MYP marks and more traditional assessments. These grades will be combined to produce a composite mark of A, B, C, D, or F at the end of each semester according to traditional percentage guidelines (90-100: A; 80-89: B; 70-79: C; 60-69: D). Heavy emphasis will be given to a student's level of competency at the end of the grading period.