



Physical & Health Education 8 - International Baccalaureate Middle Years Program

Instructor Information

Instructor: Tarrah Elam

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Course Description

In grade 8 Physical Education, students are exposed to a variety of sports, games, and fitness experiences. Students focus on a variety of the following areas throughout the units of inquiry: physical and health related knowledge, aesthetic movement, team sports, individual sports, international sport as well as recreational sport. Health education is the correlation of movement and mental health, as well as nutrition related to our body and how we feel.

Materials

- Athletic gym only shoes & athletic shoes appropriate for outdoor conditions
- Water bottle
- Athletic attire to be worn on B days (Tuesday and Friday) Protective equipment as needed (sunscreen, hat, sunglasses, etc.)
- Personal Supplies (medication / inhaler / brace etc.)

Assessment

MYP Criteria:

Each physical and health education objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors used to make judgments about students' work

- **Criterion A:** Knowing and understanding Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.
- **Criterion B:** Planning for performance Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.



- **Criterion C:** Applying and performing Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.
- **Criterion D:** Reflecting and improving performance Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

Policies

-  **Riverstone Attendance Policy** : We adhere to the Middle and High School handbook.
- Late Work: Due to the nature of 'live' and 'team' based assessments, teacher discretion with communication to make up assessments will take place.
-  **Academic Integrity Policy** :We adhere to the high school student handbook.
- Attire, food & drink in the gym: Students are expected to wear PE appropriate clothing. As well as their gym specific shoes that are stored at school.
-  **AI Usage.png**
-  **Grade Appeal Policy**
- Communication: telam@riverstoneschool.org

Resources and Support

- IB Resources: www.ibo.org
- Online Platforms: ManageBac

Grading Scale

MYP Grade Descriptors



IB MYP Grade	Grade Descriptor



7	Consistently completes the most challenging aspects of a task to an exceptional level of complexity and demonstrates synthesis and very high level of familiarity with the required content. There is a demonstration of ability to move beyond the required content.
6	<i>Produces high quality, occasionally innovative work, communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.</i>
5	Usually completes challenging tasks to an appropriate, competent and complex level with very strong transfer of skill to new situations. Work is completely satisfactory on every level.
4	<i>Produces good quality work, communicates proficient understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates proficient critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom contexts, but requires support in unfamiliar contexts.</i>
3	Adequate demonstration of the most basic and many complex elements of the task. Work demonstrates an ability to apply learned content in familiar situations and some ability to achieve in unfamiliar situations with support.
2	Limited demonstration of basic elements of the task. Achievement beyond a basic level requires significant support and guidance. Work demonstrates a basic recall and demonstration of some skills and content.
1	<i>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills. Infrequently applies knowledge and skills.</i>



Class Schedule

Semester 1

Unit 1: Foundations of independent / team building practices

- Week 2-5:
 - Activities:
 - Introduction to the importance of physical education and personal contribution to the overall environment.
 - Understanding how communication impacts overall success in everyday tasks
 - Participation in problem solving both individually and in group settings to successfully complete tasks.
 - Assessment: Criterion A & B - design of quick start activity that reflects physical/cardio/agility - team communication - competition in a short time frame for a quick start activity that results in an individual or team winner.
 - Assessment: Criterion D - reflection on personal participation and contribution to class environment.

Unit 2: Knowing and understanding Field Sports

- Week 7-12:
 - Activities:
 - Basic rules and drills of a variety of field sports
 - Field games & scrimmages
 - Compare and contrast of field sport strategies and rules
 - Assessment: Criterion A & D Verbal & non-verbal communication skills in each sport and the connections between different sports played on a field.

Unit 3: Net sports

- Week 13-19:
 - Activities:
 - Team coordination drills and practice matches
 - Scrimmages
 - Assessment: Criterion C Selection of skills performance evaluation



Semester 2

Unit 4: Dance and Movement or Strength training

- Week 22 -26:
 - Dance Activities:
 - Introduction to different dance styles
 - Learning basic dance steps and choreography
 - Dance routines and combinations
 - Improvisation exercises
 - Dance performance preparation
 - Dance Assessment: Develop dance routine performance evaluation
 - Strength Training Activities:
 - Understanding the importance of cardiovascular fitness as well as low impact strength training such as yoga
 - Introduction to aerobic exercises (jogging, cycling, jumping rope)
 - Interval training workouts
 - Circuit training incorporating cardio exercises
 - Assessment: Criterion A & B Develop strength training circuit that incorporates whole body, cardiovascular as well as stretch.

Unit 5: Traditional and Non-traditional PE games

- Week 27 -31:
 - Activities:
 - Participate in a variety of team and individual games that promote cardiovascular health and improve overall fitness
 - Demonstrate team and individual game strategies to effectively play and participate in a variety of games
 - Assessment: Criterion A & D Reflection of personal fitness and improvement of health based on exercise in a play based environment

Unit 6: Outdoor Backyard Recreation

- Week 34 -37:
 - Activities:
 - Gaga ball
 - Yard Games
 - Assessment: Criterion A & D verbalize and communicate rules and strategies for a variety of yard games



Unit 7: Learning through teaching

- Week 39-42:
 - Activities:
 - Participate in unique whole class activities focused on team or individual sport and activity
 - Demonstrate understanding and knowledge of a variety of team and independent sport and activity
 - Assessment: Develop unique game, drill and activity for a chosen sport or activity focused on whole group instruction

Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.