



Physical Education

MYP Level I

Grade 6

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I. Course Description:

Physical Education-Level I is a full-year course and meets every other day. The goal of the Physical Education class in Grade 6 is to introduce a variety of fitness and sports activities in a manner that engages all students. Students should appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle. A combination of skills, drills, learning activities and games will provide the students the opportunity to experience enjoyment and satisfaction in Physical Education. Students will develop the motor skills necessary to participate successfully in a variety of physical activities. The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication and reveal important facets of the study of physical education.

Topics Covered

- Health-Related Fitness: Fitness Testing, Cooperative Activities, Hygiene
- Invasion Games: Soccer, Basketball, Passball
- Net/Racquet Games: Newcomb
- Creative Movement: Tumbling
- Striking Games: Kickball

II. Aims and Objectives:

AIMS – To encourage and enable the students to develop:

- an appreciation and understanding of the value of Physical Education and its relationship to a healthy, balanced lifestyle.
- the motivation to participate fully in all aspects of Physical Education.
- their optimal level of physical fitness.
- the ability to reflect critically on all aspects of Physical Education, including being a critical performer.
- a lifelong interest in and enjoyment of physical activities as a participant.

OBJECTIVES – At the end of the course, students should be able to:

- demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in simplified contexts.
- compose basic aesthetic movements, link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force, and flow, with guidance from the teacher.
- apply basic tactics, strategies and rules in modified performance environments in both individual and group situations.
- perform simple interpretations of movement concepts and basic movement sequences in a variety of physical contexts.
- express themselves effectively, including verbal and non-verbal forms of communication.

III. Areas of Interaction:

This course begins with focus on *Approaches to Learning* as students learn organizational skills in physical education, and communication skills through group and team activities. Reflection will be a part of the units presented. Students will be transferring the skills learned in drills to game activities. Activities and games emphasize teamwork and sportsmanship. Students will also learn how to solve problems during physical activity through individual and group work. *Health and Social Education* is an important component of Physical Education by promoting fair play, cooperative learning, and teamwork. Students also reflect on how Physical Education can influence wellness. *Community and Service* and *Human Ingenuity* are explored by reflecting on topics studied. Learning the history of various sports and sports equipment used in Physical Education class assists in developing appreciation for the human ability to create.

IV. Texts and Resources:

Ready-to-Use Secondary P.E. Activities Program: lessons, tournaments & assessments for grades 6-12.

Lumsden, Ken and Sally Jones. New York; Parker Publishing Company, 1996.

Academic Learning Packets: Instant Solutions for PE and Health Teachers.

Illinois; Advantage Press, 2002.

Physical Education Content Standards and Benchmarks.

Michigan Department of Education.

International Baccalaureate Organization (IBO) Middle Years Programme: Physical Education, Switzerland, 2002.

V. Methodology:

Classes will be taught through explanation, demonstration, and student participation of skills and games presented.

VI. Methods of Assessment:

Separate from the formal grading is the Formative and Summative assessments utilizing the MYP Criterion. The purpose of the formative assessment is to share feedback to students on their progress or understanding of a concept. Summative assessment is the final assessment that measures a student's achievement relative to the objectives and assessed criteria.

Students also will be assessed using MYP assessment criteria. In criterion-referenced assessment, student work is assessed against defined assessment criteria, not against the work of other students. Students will be assessed on each of the following IB MYP criterion related to Physical Education.

- A. Use of Knowledge
- B. Movement Composition
- C. Performance
- D. Social Skills and Personal Engagement

VII. Grading Policy, including the use of MYP criteria:

The semester is divided into three phases. The grade for each phase will be calculated by percentage of points earned. Four points are possible for full and complete participation in the assigned activities each class. Written assignments will be assigned to reinforce the content presented, and to allow ongoing reflection. The final grade at the end of the semester is a cumulative grade for the semester. A letter grade is assigned at the end of each phase according to the following scale:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F



Physical Education

MYP Level II

Grade

7

Mr. McGhee

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I. Course Description:

Physical Education-Level II is a full-year required course which meets every other day throughout the school year. The goal of Physical Education in grade 7 is to build upon and enhance the fitness and sports activities from grade 6 in a manner that engages all students. Students learn to appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle. A combination of skills, drills, learning activities, and games will provide the students the opportunity to experience enjoyment and satisfaction in Physical Education. Students will continue to develop the motor skills necessary to participate successfully in a variety of physical activities. The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication and are important facets of the study of physical education.

Topics Covered

- Health-Related Fitness: Fitness Testing, Hygiene, Cooperative Learning
- Invasion Games: Lacrosse, Team Handball, Touch Football
- Net/Racquet Games: Volleyball
- Creative Movement: Tumbling
- Striking Games: Softball

II. Aims and Objectives:

AIMS – To encourage and enable the students to develop:

- an appreciation and understanding of the value of Physical Education and its relationship to a healthy, balanced lifestyle.
- the motivation to participate fully in all aspects of Physical Education.
- their optimal level of physical fitness.
- the ability to reflect critically on all aspects of Physical Education, including being a critical performer.
- a lifelong interest in and enjoyment of physical activities as a participant.

OBJECTIVES – At the end of the course, students should be able to:

- demonstrate and use some knowledge of physical education terminology in context.
- demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and sometimes apply them in context.
- compose basic aesthetic movements, explore movement possibilities and variations in accordance with the basic principles of a particular aesthetic activity.
- demonstrate the skills and techniques necessary for active participation on basic performance situations in a variety of physical activities.

- apply tactics, strategies and rules in basic and some more complex performance situations in a variety of physical activities.
- perform basic and some complex movement concepts and sequences of movement in a variety of physical contexts.
- communicate somewhat effectively, including basic and non-verbal forms of communication.
- demonstrate attitudes and strategies that support and encourage others.
- make a somewhat informed reflection upon their own achievements.

III. Areas of Interaction:

The course begins with a focus on *Approaches to Learning* as students learn organizational skills in physical education, and communication skills through group and team activities. Reflection will be a part of the units presented. Students will be transferring the skills learned in drills to game activities. Activities and games emphasize teamwork and sportsmanship. Students will also learn how to solve problems during physical activity through individual and group work. *Human Ingenuity* is introduced by providing experiences for understanding how we create games and equipment to meet our fitness needs. *Health and Social Education* is an important component of Physical Education by promoting fair play, cooperative learning, and teamwork. Students also reflect on how Physical Education can influence wellness. *Community and Service* and *Human Ingenuity* are explored by reflecting on topics studied. Learning the history of various sports and sports equipment used in Physical Education class assists in developing appreciation for the human ability to create.

IV. Texts and Resources:

Ready-to-Use Secondary P.E. Activities Program: lessons, tournaments & assessments for grades 6-12.

Lumsden, Ken and Sally Jones. New York; Parker Publishing Company, 1996.

Academic Learning Packets: Instant Solutions for PE and Health Teachers.

Illinois; Advantage Press, 2002.

Physical Education Content Standards and Benchmarks.

Michigan Department of Education.

International Baccalaureate Organization (IBO) Middle Years Programme: Physical Education, Switzerland, 2002.

V. Methodology:

Classes will be taught through explanation, demonstration, and student participation of skills and games presented.

VI. Methods of Assessment:

Formative and Summative assessments will be used to measure student progress. The purpose of formative assessments is to share feedback to students on their ongoing progress or understanding of concepts in the course through writing, projects, movement, and other activities. A summative assessment is a final assessment that measures a student's achievement relative to the objectives and assessed criteria for Physical Education.

Students also will be assessed using MYP assessment criteria. In criterion-referenced assessment student work is assessed against defined assessment criteria, not against the work of other students. Students will be assessed on each of the following IB MYP criterion related to Physical Education.

- A. Use of Knowledge
- B. Movement Composition
- C. Performance
- D. Social Skills and Personal Engagement

VII. Grading Policy, including the use of MYP criteria:

Each semester is divided into three phases. The grade for each phase will be based on percentage of points earned. Four points are possible for full and complete participation in the assigned activities in each class. Written assignments will be given to reinforce class content, and to allow for ongoing reflection. The final grade at the end of the semester is a cumulative grade. Level II students will take a written cumulative final exam worth 25% of their grade. A letter grade is assigned at the end of each phase according to the following norm-referenced scale:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F



Physical Education Grade 8

MYP Level III

Mr. McGhee

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I. Course Description:

Physical Education-Level III is a full-year required course. The goal of the Physical Education class in grade 8 is to build on the fitness and sports activities from grade 7 in a manner that engages all students. Students should appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle. A combination of skills, drills, learning activities and games being reinforced will provide the students the opportunity to experience enjoyment and satisfaction in Physical Education. Students will continue to develop the motor skills necessary to participate successfully in a variety of physical activities as they prepare for grade 9 and the personal project. The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication and reveal important facets of the study of physical education.

Topics Covered

- Health-Related Fitness: Fitness Testing, Cooperative Activities, Strength Training, Hygiene
- Invasion Games: Flag Football, Basketball
- Net/Racquet Games: Volleyball
- Creative Movement: Tumbling
- Striking Games: Softball

II. Aims and Objectives:

AIMS – To encourage and enable the students to develop:

- an appreciation and understanding of the value of Physical Education and its relationship to a healthy, balanced lifestyle.
- the motivation to participate fully in all aspects of Physical Education.
- their optimal level of physical fitness.
- the ability to reflect critically on all aspects of Physical Education, including being a critical performer.
- a lifelong interest in and enjoyment of physical activities as a participant.

OBJECTIVES: At the end of the course, students should be able to:

- use their knowledge to identify and analyze factors that influence situations, and solve problems in familiar and simple unfamiliar situations.
- compose aesthetic movements.
- link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with limited guidance from the teacher.
- demonstrate the skills and techniques necessary for active participation in some more complex performance situations in a variety of physical activities.

- perform movement concepts and sequences of movement in a variety of physical contexts.
- communicate effectively, including basic verbal and non-verbal forms of communication.

III. Areas of Interaction:

This course begins with focus on *Approaches to Learning* as students learn organizational skills in physical education, and communication skills through group and team activities. Reflection will be a part of the units presented. Students will be transferring the skills learned in drills to game activities. Activities and games emphasize teamwork and sportsmanship. Students will also learn how to solve problems during physical activity through individual and group work. *Health and Social Education* is an important component of Physical Education by promoting fair play, cooperative learning, and teamwork. Students also reflect on how Physical Education can influence wellness. *Human Ingenuity* is introduced by providing experiences in how we create games and equipment to meet our fitness needs. *Community and Service* and *Human Ingenuity* are explored by reflecting on topics studied. Learning the history of various sports and sports equipment used in Physical Education class assist in developing appreciation for the human ability to create.

IV. Texts and Resources:

Ready-to-Use Secondary P.E. Activities Program: lessons, tournaments & assessments for grades 6-12.

Lumsden, Ken and Sally Jones. New York; Parker Publishing Company, 1996.

Academic Learning Packets: Instant Solutions for PE and Health Teachers.

Illinois; Advantage Press, 2002.

Physical Education Content Standards and Benchmarks.

Michigan Department of Education.

International Baccalaureate Organization (IBO) Middle Years Programme: Physical Education, Switzerland, 2002.

V. Methodology:

Classes will be taught through explanation, demonstration, and student participation of skills and games presented.

VI. Methods of Assessment:

Formative and summative assessments will be used to measure student progress. The purpose of formative assessments is to share feedback to students on their ongoing progress or understanding of concepts in the course through writing, projects, movement, and other activities. A summative assessment is a final assessment that measures a student's achievement relative to the objectives and assessed criteria for Physical Education.

Students will also be assessed using MYP assessment criteria. In criterion-referenced assessment student work is assessed against defined assessment criteria, not against the work of other students. Students will be assessed on each of the following IB MYP criterion related to Physical Education.

- A. Use of Knowledge
- B. Movement Composition
- C. Performance
- D. Social Skills and Personal Engagement

VII. Grading Policy, including the use of MYP criteria:

Each semester is divided into three phases. The grade for each phase will be based on percentage of points earned. Four points are possible for full and complete participation in the assigned activities in each class. Written assignments will be given to reinforce class content, and to allow for ongoing reflection. The final grade at the end of the semester is a cumulative grade. Level III students will take a

written cumulative final exam worth 25% of their grade. A letter grade is assigned at the end of each phase according to the following norm-referenced scale:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F