



MYP Physical Education/Health

Grade 6-8

Ms. Robin Williams

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

COURSE DESCRIPTION

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both **learning about** and **learning through** physical activity. Both dimensions help student to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

MYP AIMS

The aims of MYP physical and health education are to encourage and enable students to:

- 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

GLOBAL CONTEXTS



Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP language and literature can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

IB LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet and help to create a better and more peaceful world.

IB learners strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



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MYP ASSESSMENT CRITERIA

Assessment for language and literature in all years of the program is criterion-related, based on four equally weighted assessment criteria:

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| Criterion A | Analyzing | Maximum 8 |
| Criterion B | Organizing | Maximum 8 |
| Criterion C | Producing text | Maximum 8 |
| Criterion D | Using language | Maximum 8 |

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1 or 2); adequate (3 or 4); substantial (5 or 6); and excellent (7 or 8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP language and literature. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the program.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

COURSE OUTLINE

Units are subject to change, and will include additional units.

| Unit | Topics/Content | Assessment Task |
|-----------------|---|---|
| Unit 1: Fitness | 5 components of physical fitness Nutrition Macro nutrients, micronutrients Caloric value in food, nutritional value in food, food labels. | <p>The goal of the assessment is for students to identify the 5 components of physical fitness and based upon those goals, develop a fitness routine that includes those components.</p> <p>The role of student is to act as a fitness instructor and develop a physical fitness plan that caters to individuals of all skill levels.</p> <p>The audience would be parents, peers, friends and the community.</p> <p>The situation is to participate in physical activity on a daily basis using the aesthetic routine that they designed. Students are to also convince someone in the home to participate in the aesthetic movement routine as well. Parent/guardian are to sign the activity log each day. The product would be the physical fitness plan that can produce fitness results or improve the fitness levels of others</p> <p>ALL STUDENTS MUST HAVE A WRIST PEDOMETER TO TRACK</p> |



Northwest Jackson Middle School

International Baccalaureate Middle Years Program



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| | | <p>STEPS FOR DAILY ACTIVITY LOG!</p> <p>Quizzes</p> <p>1st nine week test</p> |
| Unit 2: International Unit | <p>Flag football and various international and American sports</p> <p>Golf, basketball, track, net ball, racketball</p> | <p>Individual Project: Goal is for students to demonstrate knowledge and respect for sports both nationally and internally.</p> <p>Role of the student is to act as sports researcher who is trying to introduce new sports to NASPE committee. Students are to vouch for an international sport to be put into the physical education curriculum in the United States</p> <p>Audience would include peers and teacher</p> <p>Situation may be challenging because most people have no or little knowledge about sports in other countries.</p> <p>Product will be a poster board introducing the country and the sports.</p> <p>Standards will be graded using a rubric</p> <p>Mid-Term Test</p> <p>2nd 9 week test</p> |
| Unit 3: Safety first/Human body | Basic first aid and CPR and the 11 human body systems | <p>(G) The goal is for students to demonstrate an understanding of first aid (R)ole of student is clearly demonstrate basic knowledge of first aid in a written form(A) udience any person who may have to perform first aid during an emergency situation S)The challenge involves being creative while creating a booklet that is easy to read and follow. (P) Students will create a first aid booklet. The booklet should contain a minimum number of pages or treatments. Students should use all vocabulary words presented in the text.(S)standards You will need to apply proper procedures for performing first aid in emergency situations and be able to use terminology discussed in class lectures. Booklet will be scored by criterion (A) of the MYP objective.</p> |
| Unit 4: Mental health/infectious disease | Mental Health and infectious disease | <p>6th grade poster board presentation on an infectious disease</p> |



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| | | <p>7th oral presentation with powerpoint on an infectious disease</p> <p>8th create a health fair brochure to spread awareness of an infectious disease</p> <p>community through an organized health fair</p> <p>Mid term exam</p> <p>Quizzes</p> <p>End of the Year Assessment</p> |
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COURSE POLICIES

All assignments can be made up within 5 school days.

GRADING SCALES (JPS AND IB)

IB Grades: Student performance for IB assessments covers a variety of tasks. All MYP designated assignments, both formative and summative, will be assessed using MYP rubrics provided in the syllabus. The score, reported numerically from 0-8, is reported once every term in an MYP report card.

JPS Grading Scale: One numerical grade will be reported per course each term. The numerical equivalent of the grade will consist of two major components: (1) the average of scores on tests, and (2) the average of scores on assignments (homework, class work, and independent work). The average of scores on tests will be given a weight of 30% and the average of scores on assignments(daily grades) will be given a weight of 60% and 10% homework when determining the numerical grade.

Classroom Environment Plan

Rules

Students must be in their designated sitting area or seat when the bell rings

Students must remain in the class or gym until the bell rings.

Profanity is NOT tolerated.

Respect all adults, peers, yourself, & the classroom

Participate in all class activities

Follow directions the first time they're given

Be on time and prepared every day

Raise your hand for permission to speak or leave sitting area or gym.

All students must dress out in white t shirt, maroon shorts and athletic shoes for physical activity units.

No large earrings, watches, or bracelets (with exception of wrist pedometer)are to worn to class.

Absolutely no cell phones should be visible during class time unless authorized by teacher.

Safety.

Use the equipment properly and as instructed.

Students damaging school equipment or property will be liable to repair or replacement.

Follow all class safety procedures and rules.

Good judgment, reason and common sense are to be used at all times.

Physical Education students will use restrooms to change on days we have physical activities planned due to the construction

Student Discipline Plan



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International Baccalaureate Middle Years Program



- Step 1: Re-teaching of Expectations, Teacher-Student Conference, Reflective Activity, Parent-Contact
- Step 2: Counselor Referral, Parent Contact
- Step 3: Administrator-Inquiry, Parent Contact
- Step 4: After School Detention, Parent Contact
- Step 5: In School Detention (ISD), Parent Contact
- Step 6: Parent-Teacher Conference
- Step 7: In-School Suspension (ISS), Parent Contact
- Step 8: Out-of-School Suspension (OSS), Parent Contact

You will ONLY receive one (1) WARNING. Then, Step 1 begins. After step one (1), you will receive a discipline referral; and you will be disqualified from participating in PBIS activities.

General Procedures

Homework Policy:

Students will be required to turn in homework at the beginning of class each day. Failure to submit homework will result in a short meeting with the teacher. Missed homework can be turned in with a penalty. Failure to turn in homework on multiple occurrences will result in a phone call to the parents/guardians.

Attendance:

Absences:

If a student is absent, he/she will meet with his/her p.e. teacher to discuss a makeup date. The teacher will make sure to answer any questions that the student may have, as well as give detailed instructions on the assignment. If the student misses a test, he/she will be responsible to make up the test within a reasonable time period determined by Ms. Williams.

Tardy Policy:

Entrance to the classroom:

When entering, students will gather materials, sit down, and silently begin their Do Now exercise.

Class Dismissal Policy:

The teacher, not by the bell, will dismiss students. Students will not be allowed to gather their belongings before instructed to by the teacher. The teacher will not allow the students to leave the classroom until their desk area is clean.

Bathroom/ Water Fountain Policy:

Students will not be allowed to leave the classroom unless under extreme circumstances. There are times allotted for bathroom breaks.

Materials:

Students will bring in a writing utensil (preferably blue or black ink pen or pencil) and loose-leaf paper EVERY DAY. If students forget their materials, they can quietly borrow them from their neighbor or borrow a pencil from the teacher. For this classroom, the student will also be required to have:

- 2 pocket folder (6th grade red, 7th grade yellow and 8th grade green)
- College ruled loose leaf paper
- Black/Blue ink pen and 1 colorful pen/pencils
- Calculator



Northwest Jackson Middle School

International Baccalaureate Middle Years Program



- Wrist pedometer
- White t shirt, maroon shorts and athletic shoes.
- Whistle
- Small lock for locker room

Emergency Procedures:

In the event of an emergency, students will line up quietly and follow the teacher to the designated safe location.

Interruptions/Unexpected Events:

Announcements: Students will see a hand signal from the teacher and cease talking.

Visitors: Students will respect visitors as they would respect the teacher/ each other.

Lunch: (Monday schedule only) Students will line up silently by the door and walk to the cafeteria with their hands to their sides. Once in the cafeteria, students will go through the lunch line and sit at their designated table. At the end of lunch, the teacher will tell the students to put up their trays and throw away their trash. Students will then line up to silently return to the classroom.

Getting the teacher's attention: Students will quietly raise their hand to get the teacher's attention; If student is talking, their question will be disregarded until they properly follow directions.

Quizzes/Tests: Students will be told, "Answers belong only to you. Time will be called and students will be required to turn over the tests, and the teacher will collect them. If a student cheats on the test, he/she will receive an automatic call home to the parents and a grade of "0".

Initial teacher-parent contact will be via school status in the form of text messages or phone call.

Letters will go home for missing assignments or if student fails to dress out.

Contact Information:

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