



**Course:** Freshman Health and Physical Education  
**Teacher:** Annette Kennedy, Wade Weller, Charles Lowery  
**Year:** IB MYP Year 4/5(Grade 9/10)

**Course Description:** Freshman Health and Physical Education is mandatory for all incoming freshmen as a prerequisite for other upper level courses such as weight lifting, aerobics and outdoor adventure. It is a participation class that focuses on the individual's health through identifying a variety of activities that can help sustain the overall health of the individual. Class lecture and health discussions are held once a week to explore a holistic approach to the health of the individual students within the course.

**Our aims are:**

- Provide data of current physical condition through fitness testing.
- Improve physical fitness of each student.
- Define the systems of the body and how they work together to provide optimal health in an individual.
- Explain the way various life-long sports can contribute to overall health.
- Apply the use of various technology processes for health and sport related presentations.
- Discuss a variety of issues that are pertinent to the health of teenagers.
- Use the MYP Design cycle to create individualized workout programs.
- Utilize the Learner Profile characteristics to become mature student/athletes.
- Define the importance of developing physical, mental, emotional, spiritual, and social health.
- Present various organizational and time-management skills that can reduce stress among students.

**You will begin to embody the IB Learner Profile as you display the following qualities:** inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

**At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):**

There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

<b>Title</b>	<b>AOI</b>	<b>Question</b>	<b>Topic</b>	<b>Assessment</b>
<b>Rhythmical Movement</b>	<b>Health and Social</b>	<b>Is dance a reflection of culture alone?</b>	<b>Hop Routines</b>	<b>Criterion B and C</b>
<b>Stress Management</b>	<b>Environment</b>	<b>Are stressors tangible or intangible products of our environment that can or cannot be controlled?</b>	<b>Identifying External Stressors</b>	<b>Criterion A</b>
<b>Team Sports</b>	<b>Community and Service</b>	<b>Why are sports figures such influential people within our society?</b>	<b>Creating the perfect team</b>	<b>Criterion D</b>
<b>Sport History</b>	<b>Human Ingenuity</b>	<b>Is competition innate or learned?</b>	<b>Sports from around the world</b>	<b>Criterion A</b>

**At the end of the year, the following IB MYP specific objectives will be covered:**

The aims of the teaching and study of physical education are to encourage and enable the student to develop:

- an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- an interest in the promotion of health and wellness
- the motivation to participate fully in all aspects of physical education
- their optimal level of physical fitness
- effective communication strategies, verbal, non-verbal and written
- the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting
- the ability to reflect critically on all aspects of physical education, including being a critical performer
- an understanding of international perspectives on physical activity, sport and health education

- a lifelong interest in and enjoyment of physical activities as a participant.

**The methodology or the “how” we will learn:** Students will use a variety of differentiated learning styles to facilitate the educational environment including class discussion, direct instruction, cooperative learning, team building, research, video assessments and active participation.

*Priority Academic Student Skills*  
**HEALTH AND SAFETY EDUCATION**  
**Grades 9 - 12**  
**HEALTH AND SAFETY LITERACY**

**Standard 1: The student will comprehend concepts related to health promotion, safety, and disease prevention.**

1. Illustrate how nutritional requirements vary in relationship to age, gender, physical activity and health conditions.
2. Identify and demonstrate ways to protect oneself from abuse.
3. Describe the structure and function of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal. □
4. Analyze how behavior can impact health maintenance and disease prevention.
5. Describe the impact of personal health behaviors and their influence on the health of individuals.
6. Analyze how the prevention and control of health problems are influenced by research and medical advances. □
7. Examine how public health policies and government relations influence health promotion and disease prevention. □

**Standard 2: The student knows how to access valid health information, health products and services.** □

1. Identify sources of accurate information regarding health and safety information, products, and services.
2. Examine and evaluate media messages.
3. Demonstrate the ability to access school and community health services for self and others.
4. Evaluate factors that influence personal choices of health products and services.
5. Examine how "media" influences the use of tobacco products.
6. Describe how our culture, media, videogames, and Internet usage influences perceptions of violence.

**Standard 3: The student will analyze the influence of culture, media, technology, and other factors on health.** □

1. Examine and evaluate how culture influences health behaviors.
2. Analyze how information from media, technology, and the community affects health and safety behavior.

**NOTE:** Book icons (□) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist. *Priority Academic Student Skills* School Improvement 373 Health/Safety and Physical Education

3. Interpret and evaluate media messages and other factors on personal, family, and community health and safety.

**Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and safety.**

1. Demonstrate ability to communicate effectively with family, peers, and others.
2. Practice skills and techniques for decision making and problem solving.
3. Demonstrate ways to communicate care, consideration, and respect of others.
4. Demonstrate refusal, negotiation, and collaboration skills to avoid harmful situations.
5. Analyze possible causes of conflict in schools, families, and communities.
6. Examine how interpersonal communication affects relationships.
7. Demonstrate anger management and conflict resolution skills through assertive communication skills.
8. Investigate how to report potential dangerous situations to appropriate authorities (e.g., violence, health, or safety risks). □

**Standard 5: The student will develop plans for a healthy future through individual goal setting and decision making.**

1. Analyze and predict immediate and long-term impact of health and safety decisions on individual, family, school, and community.
2. Establish personal health goals and evaluate progress toward achieving those goals.
3. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
4. Demonstrate refusal and resistance skills for unhealthy risk behaviors (e.g., alcohol, tobacco, drugs).

**HEALTH AND SAFETY ADVOCACY**

**Standard 6: The student becomes an advocate for health and safety for self, family, and community.**

1. Investigate and present information about health and safety issues utilizing technology. □
2. Demonstrate the ability to influence and support others in positive health and safety choices.
3. Demonstrate the ability to work cooperatively when advocating for healthy schools and communities.
4. Utilize strategies to overcome barriers in communicating information, ideas, feelings, and opinions concerning health and safety issues.
5. Examine bullying prevention strategies and the effect of bystander influence on violent behavior situations.

**Priority Academic Student Skills** School Improvement 374 Health/Safety and Physical Education

## **HIV/AIDS PREVENTION EDUCATION**

School districts shall make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. The school districts, at least one (1) month prior to teaching AIDS prevention education in any classroom, shall conduct for the parents and guardians of the students involved during weekend and evening hours at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation. 70 O.S. § 11-103.3

### **Grades 7 - 12**

#### **STANDARD**

1. Investigate and examine current information about HIV/AIDS in order to differentiate related facts, opinions, and myths.
2. Examine and identify the importance of sexual abstinence in adolescent relationships.
3. Demonstrate refusal skills (saying "no"), negotiation skills and peer resistance skills related to sexual health.
4. Analyze the transmission and methods of prevention for sexually transmitted disease (STD) and Human Immunodeficiency Virus (HIV).
5. Identify risk behaviors and situations involving possible exposure to HIV.
6. Examine the relationships between injecting drug use (IDU) and contact with contaminated blood products and the transmission of HIV.
7. Analyze the efficiency of artificial means of birth control in preventing the spread of HIV and other sexually transmitted diseases.

**Booker T. Washington High School Physical Education expects that students are able to do certain things. You should be able to:**

#### **Objectives:**

- Provide data of current physical condition through fitness testing.
- Improve physical fitness of each student.
- Define the systems of the body and how they work together to provide optimal health in an individual.
- Explain the way various life-long sports can contribute to overall health.
- Apply the use of various technology processes for health and sport related presentations.
- Discuss a variety of issues that are pertinent to the health of teenagers.
- Use the MYP Design cycle to create individualized workout programs.
- Utilize the Learner Profile characteristics to become mature student/athletes.
- Define the importance of developing physical, mental, emotional, spiritual, and social health.
- Present various organizational and time-management skills that can reduce stress among students.

**Assessment is the term used to measure the students' demonstrations of learning:**

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria:

Criterion A: use of knowledge

**Maximum 8**

Students are expected to have a knowledge and understanding of the physical activities or topics studied.

They are also expected to be able to use this knowledge and understanding critically, and apply it to analyze situations and solve problems.

As described in “Balancing the physical education curriculum”, topics studied and assessed through criterion A should include not only sport but also sport-related and health-related fitness, and international perspectives on physical activity, sport and health education. Topics should always have a focus on physical activity, and be an integral part of the teaching and learning process.

Criterion A is best assessed through written or oral activities, and **must be assessed in a non-performance/non-playing situation**. Please note that for moderation, the task assessed against criterion A must be written.

**Achievement level Descriptor**

0 The student does not reach a standard described by any of the descriptors given below.

1–2 The use of terminology is **inconsistent, inappropriate** or **incorrect**.

Demonstrates a **limited** knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.

**Sometimes uses** this knowledge to analyze and solve problems **in familiar situations**.

3–4 Uses **basic** terminology that is **sometimes inaccurate** or **inappropriate**.

Demonstrates a **basic** knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.

**Uses** this knowledge to analyze and solve problems **in familiar situations**.

5–6 Uses a **range** of terminology **accurately and appropriately** in **some** situations.

Demonstrates a **good** knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.

**Uses** this knowledge to analyze and solve problems in familiar **and some unfamiliar situations**.

7–8 Uses a **wide range** of physical education terminology **accurately and**

**appropriately** in **most** situations.

Demonstrates a **thorough** knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.

Uses this knowledge **wisely and effectively** to analyze and solve problems in familiar **and unfamiliar situations**.

#### Notes

1. Range: it will depend on the sport/topic as to what constitutes a “range” of terminology.

2. Unfamiliar: describes a situation that the student has not encountered before, but relates to work already studied. For example, after studying principles of fitness, a student may be asked to apply their knowledge to a sport or situation that they have not been in contact with before.

Physical education assessment criteria

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Criterion B: movement composition

#### Maximum 6

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.

Compositions are best assessed using criteria B, C and D. This allows all stages of the creative process—plan and design, perform, evaluate—to be assessed.

**For assessment of this objective, the student must perform the sequence.**

#### Achievement level Descriptor

0 The student does not reach a standard described by any of the descriptors given below.

1–2 The student **selects some** aesthetic moves that **are appropriate** to the requirements of the task. The student has **some difficulty in adapting and/or creating** moves.

The sequence shows **a simple use** of space, time, level, force and flow.

The composition is **generally incoherent with many pauses**, and shows **limited creativity**.

3–4 The student **selects, adapts and creates** aesthetic moves that **are appropriate** to the requirements of the task.

The sequence shows **a competent use** of space, time, level, force and flow.

The composition is **mostly coherent**, and shows **some aspects of imagination and creativity**.

5–6 The student **selects, adapts and creates a wide range** of aesthetic moves that **are appropriate** to the requirements of the task.

The sequence shows a **sophisticated use** of space, time, level, force and flow.

The composition is **coherent**, and shows **aspects of imagination, creativity and style**.

#### Notes

1. Coherent: this refers to the logical development of the composition.

2. Range: it will depend on the nature of the activity as to what constitutes a “range” of moves.

Physical education assessment criteria

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Criterion C: performance

#### Maximum 10

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.

When assessing performance, teachers should use only the strands of this criterion that are relevant to the activity. In all cases, at least two of the three strands will apply.

**This objective must be assessed in a performance/playing situation.**

#### Achievement level Descriptor

0 The student does not reach a standard described by any of the descriptors given below.

1–2 The student demonstrates **little competence in basic** moves, skills and techniques in the performance or playing situation.

The student **shows some awareness of** movement concepts, tactics, strategies and rules.

The student performs with **little** precision, synchronization or energy.

3–4 The student demonstrates **competence in basic** moves, skills and techniques in the performance or playing situation.

The student **shows awareness of** movement concepts, tactics, strategies and rules, but has **difficulty in applying** them.

The student performs with **some** precision, synchronization **and/or** energy.

5–6 The student demonstrates **competence in basic and some complex** moves, skills and techniques in the performance or playing situation.



The student **applies some** movement concepts, tactics, strategies and rules.

The student performs with precision, synchronization **and** energy **most of the time**.

7–8 The student demonstrates **competence in basic and many complex** moves, skills and techniques in the performance or playing situation.

The student **applies** movement concepts, tactics, strategies and rules **appropriately**.

The student performs with a **high degree** of precision, synchronization **and** energy.

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#### **Achievement level Descriptor**

9–10 The student shows a **high level of competence in both basic and complex** moves, skills and techniques in the performance or playing situation.

The student **applies** movement concepts, tactics, strategies and rules **in a critical and effective manner**.

The student performs with a high degree of precision, synchronization, energy, **style and flair**.

#### **Notes**

1. Competence: this could include characteristics such as accuracy, efficiency, control, coordination, timing, fluency, speed and power. Depending on the nature of the activity, these sorts of characteristics should be considered when determining competency.

2. Precision: this could include balance, stability, amplitude, exactness, extension and body form.

3. Synchronization: this indicates synchronization with the music, a partner or partners, or both.

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Criterion D: social skills and personal engagement

#### **Maximum 8**

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.

As part of taking responsibility for and enhancing their own learning, students are expected to be able to evaluate their own performance and achievement, including incorporating feedback from others, and use

this to set appropriate and achievable goals for the future.

#### **Achievement level Descriptor**

0 The student does not reach a standard described by any of the descriptors given below.

1–2 The student demonstrates attitudes and strategies that **maintain** their communication and relationships with others.

The student shows **respect and sensitivity** to themselves, others and the physical environment **some of the time**.

The student **takes responsibility** for their own learning **some of the time**, but **shows little enthusiasm and/or commitment** to physical education.

The student **shows difficulty** in reflecting on their achievements and in setting and taking action to achieve goals.

3–4 The student demonstrates attitudes and strategies that **maintain** their communication and relationships with others.

The student shows **respect and sensitivity** to themselves, others and the physical environment **most of the time**.

The student **takes responsibility** for their own learning **most of the time**, and **shows some enthusiasm and commitment** to physical education.

The student **reflects** on their own achievements **to a satisfactory level**, **usually sets appropriate** goals but may need encouragement to take action towards achieving them.

5–6 The student demonstrates attitudes and strategies that **improve** their communication and relationships with others.

The student **consistently** shows **respect and sensitivity** to themselves, others and the physical environment.

The student **takes responsibility** for their own learning and **usually shows enthusiasm and commitment** to physical education.

The student **reflects critically** on their own achievements, **sets appropriate goals** and **takes some action** towards achieving them.

Physical education assessment criteria

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#### **Achievement level Descriptor**

7–8 The student demonstrates attitudes and strategies that **deepen and enhance** their communication and relationships with others.

The student **consistently** shows a **high degree of respect and sensitivity** to themselves, others and the physical environment.

The student **takes responsibility** for their own learning and **consistently shows enthusiasm and commitment** to physical education.

The student **reflects critically** on their own achievements, sets **appropriate goals that enhance learning**, and **takes action** towards achieving them.

During the year each of these criteria will be measured at least twice, not necessarily at the same time. Because this is criterion based assessment you are not measured against others – it is not normative.

- **Internal Grading Policy:**

**We use a four point grading scale except in the case of weighted classes.**

- **Nonweighted Weighted**

- A= 4 points      A=5 points status. The class is denoted on the transcript
- B=3 points      B=4 points with an asterisk (\*) preceding the class title.
- C=2 points      C=3 points Rank is determined on the weighted grade
- D=1 point      D= 1 point average at the end of the seventh
- F=0 points      F= 0 points

**Resources and materials:** Various internet sites with current research based health and physical education supplements and resources.