



Bladins

International School of Malmö



Physical and Health Education Subject Course Outline

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 programmes of international education and rigorous assessment.

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

Bladins International School Mission Statement

The mission of Bladins International School is to fully develop the student's intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellence.

Teaching and Learning within the Middle Years Programme at Bladins

The Middle Years Programme is designed to challenge teenagers in a number of ways. As part of the Middle Years Programme the students at Bladins IS are given an awareness of the ever changing world through a challenging and demanding curriculum, fostering an appreciation and a love for learning. The curriculum at Bladins IS enables students to make connections between the subjects and the concepts taught, in context of today's world.

Together with the IB Learner Profile attributes <http://www.ibo.org/en/benefits/learner-profile/>, our students are encouraged to inquire, take action and reflect on their learning. Through a conceptual approach to teaching and learning students are taught how to view subject content through a variety of frameworks and make associations between subjects.

The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity.

(MYP: From Principles into Practice, 2014)

Aims of the Physical and Health Education Course at Bladins International School

The aims of the teaching & learning 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.

MYP Physical and Health Education Objectives



A:		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able to:</i>		
i. outline physical and health education factual, procedural and conceptual knowledge.	i. describe physical and health education factual, procedural and conceptual knowledge	i. explain physical and health education factual, procedural and conceptual knowledge
ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations.	ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations	ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
iii. apply physical and health terminology to communicate understanding.	iii. apply physical and health terminology effectively to communicate understanding.	iii. apply physical and health terminology effectively to communicate understanding.

B:		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able to:</i>		
i. construct and outline a plan for improving health or physical activity.	i. design and explain a plan for improving physical performance and health.	i. design, explain and justify plans to improve physical performance and health.
ii. describe the effectiveness of a plan based on the outcome.	ii. explain the effectiveness of a plan based on the outcome.	ii. analyse and evaluate the effectiveness of a plan based on the outcome.

C:		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able (with modifications) to:</i>		
<i>At the end of the third year, students should be able (in more complex activities) to:</i>		
i. recall and apply a range of skills and techniques	i. demonstrate and apply a range of skills and techniques	i. demonstrate and apply a range of skills and techniques
ii. recall and apply a range of strategies and movement concepts	ii. demonstrate and apply a range of strategies and movement concepts	ii. demonstrate and apply a range of strategies and movement concepts
iii. recall and apply information to perform effectively.	iii. outline and apply information to perform effectively.	iii. analyse and apply information to perform effectively.

D:		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able to:</i>		
<i>At the end of the third year, students should be able to:</i>		
<i>At the end of the fifth year, students should be able to:</i>		
i. identify and demonstrate strategies to enhance interpersonal skills.	i. describe and demonstrate strategies to enhance interpersonal skills.	i. explain and demonstrate strategies to enhance interpersonal skills.
ii. identify goals and apply strategies to enhance performance.	ii. outline goals and apply strategies to enhance performance.	ii. develop goals and apply strategies to enhance performance.
iii. describe and summarize performance.	iii. explain and evaluate performance.	iii. analyse and evaluate performance.



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Physical and Health Education units and activities in MYP 1 through to MYP 5....

The taught and assessed curriculum in each year of Physical and Health Education throughout MYP1-5 may include:

Athletics

Net Games

Individual Sports

Invasion games

Aesthetic Movement

Health and Fitness

International Sports

Striking and Fielding games

Recreational Sports/Activities

Assessment in Physical and Health Education

Assessment is intended as an extension of the learning process for students, and this course gives students many different ways to demonstrate their understanding and skills. There are various assessment tools used in Physical and Health Education. These include observations, tests, peer assessments, performance tasks, group tasks and rubrics.

In Physical and Health Education, students are assessed on more than their physical ability to perform. A variety of skills and attitudes including leadership, sportsmanship, preparation, and participation also contributes to their achievement during the year.

In MYP 1 through MYP 5 student achievement in Physical and Health Education is assessed against the following four criteria:

- A. Knowing and Understanding:** Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.
- B. Planning for Performance:** Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.
- C. Applying and performing:** Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.
- 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.

Students achieve a level from 0-8 in each criterion and these are added together to calculate the final overall achievement level in sciences using the following table.

<i>Final Achievement Level</i>	1	2	3	4	5	6	7
<i>Total mark/32</i>	1-5	6-9	10-14	15-18	19-23	24-27	28-32