Lucile Erwin Middle School an IB World School

Subject-group overview: Physical and health education (Level 3/Grade 8)

Unit Length Weeks	2	14	2	18	12	6
Unit Name	Sex Education	Drugs	Fitness Plan	Team Sports	Fitness/X-fit	Dance
Standard	2.1, 2.2, 2.3, 2.4, 4.4	3.1, 3.2, 4.1, 4.2, 4.3, 4.4	1.1, 1.3, 2.1, 2.2, 2.3	1.1, 1.2, 1.3, 3.1, 3.2, 4	1.1, 1.3, 2	1.3, 2.2, 3
Key Concepts	Relationships

Relationships are the connections and associations between properties, objects, people and ideas— including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.

In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills. | Change

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives. | Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written, spoken or non-verbal).

Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also how that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them. | Relationships

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| Related Concepts | Interaction

An interaction is the result of two or more objects, groups or ideas affecting each | Choice

Choice involves making a decision between at least two alternatives, | Systems

Systems are sets of interacting or interdependent components that form an | Interaction

An interaction is the result of two or more objects, groups or ideas | Refinement

Refinement is the process of modifying something to enhance | Movement

Movement refers to the types and ways in which objects |

	other. Interactions can occur in a variety of forms, such as verbally, physically and digitally. Depending on their nature, successful interactions can contribute to improved personal, social and performance outcomes. Choice Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development.	knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development. Perspectives Perspectives enable the development of different interpretations, understandings and findings. Perspectives can be gained through putting yourself in the place of others and striving to understand their opinions and disposition. People gain perspective by listening to others and considering the ways in which their points of view align or differ. Seeking and considering multiple perspectives is crucial to personal, mental and social health development, as well as to our ability to develop effective sporting techniques, tactics and strategies.	integrated whole. All individuals and communities rely on multiple systems working together to provide the structure and processes that they need in order to function effectively. Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances Energy Energy is a fundamental entity that is transferred between parts of a system in the production of change within the system. It is the capacity for doing work and as such the amount and form of energy an individual requires is dependent on the task(s) they are completing. The restoration of an individual's energy levels is determined by a variety of factors such as; rest, nutritional intake and time. Energy levels influence all aspects of human life, from our ability to think and make effective choices, to our ability to be physically active.	affecting each other. Interactions can occur in a variety of forms, such as verbally, physically and digitally. Depending on their nature, successful interactions can contribute to improved personal, social and performance outcomes. Refinement Refinement is the process of modifying something to enhance its overall effectiveness. Refinement can occur in relation to personal behaviours, thought processes, techniques, tactics and strategies. Refinements are made based on internal and/or external feedback.	its overall effectiveness. Refinement can occur in relation to personal behaviours, thought processes, techniques, tactics and strategies. Refinements are made based on internal and/or external feedback. Choice Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development.	move. Sporting movements are normally divided into two categories: offensive (attacking) and defensive; however, various degrees occur within these two categories. Movement can also occur in relation to thoughts and ideas, a type movement that relies on people aligning their thinking with others in relation to a specific cause or ideal. Space Space refers to the physical dimensions of a playing or performance area (for example, a badminton court), the distance between people or objects (e.g. offensive and defensive lines in field sports), and the opportunity to experience something (for example, space to discover identity). Space can be created, adapted, determined, used, taken, won and lost; therefore 'space' is rarely absolute.
Global Context	Identities and relationships Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. Possible explorations to develop: • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life	Identities and relationships Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. Possible explorations to develop: • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence;	Scientific and technical innovation How do we understand the worlds in which we live? Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their under-standing of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to	Fairness and development What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. Possible explorations to develop: • democracy, politics, government and civil society • inequality, difference and inclusion	Personal and cultural wellness What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Possible explorations to develop: • artistry, craft, creation, beauty • products, systems and institutions • social constructions of reality;	Orientation in space and time What is the meaning of "when" and "where"? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of human- kind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives. Possible explorations to

	• development, transitions, health and well physical, psychological and social -being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	happiness and the good life • development, transitions, health and well physical, psychological and social -being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	their needs. Possible explorations to develop: • systems, models, methods; products, processes and solutions • adaptation, ingenuity and progress • opportunity, risk, consequences and responsibility • modernization, industrialization and engineering • digital life, virtual environments and the information age • the biological revolution • mathematical puzzles, principles and discoveries	• human capability and development ; social entrepreneurs• • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future	philosophies and ways of life; belief systems; ritual and play • critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • metacognition and abstract thinking • entrepreneurship, practice and competency	develop: • civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and 'big history' • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation
Criterion objectives/strand assessment task	A-Knowing and Understanding B-Planning and performance D-Reflecting and improving performance	A-Knowing and understanding C-Applying and performance	A-Knowing and Understanding B-Planning and performance C-Applying and performance D-Reflecting and improving performance	B – Planning and performance C – Applying and performing D – Reflecting and improving performance	A – Knowing and understanding B – Planning and performance C – Applying and performing D – Reflecting and improving performance	A – Knowing and understanding C – Applying and performing
ATL Skill	Self-management	Self-management	Research	Social Communication	Self-management	Self-management
LDC Argumentative or Informational/Explanatory Length of Writing	No	Yes	No	No	No	No