المدرسة الأمريكية الدولية
American International School
kuwait

HIGH SCHOOL

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Physical and Health Education SCOPE AND SEQUENCE
AY 26-27

STRAND	STANDARDS/SKILLS (Common Core)	9th	10th	Grade 11 & 12	
				Strength & Fitness	Sports Leadership
Active Living	A1. Active Participation A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives	A1.1 actively participate in all aspects of the program A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities	A1.1 actively participate in all aspects of the program A1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	A1.1 actively participate in all aspects of the program A1.2 describe the holistic benefits of lifelong participation in physical activity A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities	N/A
	A2. Physical Fitness A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living	A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes	A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes A2.2 describe factors that affect personal physical fitness , and explain the benefits of developing fitness as part of an overall healthy active way of life A2.4 develop, implement, and revise a personal fitness plan	A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes A2.2 describe strategies that can be used to set and achieve effective short-term personal physical activity goals as well as effective goals related to lifelong wellness and active living A2.3 assess their level of health-related fitness and monitor changes related to their personal fitness and activity goals A2.4 develop, implement, and revise a plan that will help them achieve individual	N/A

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				health-related fitness and physical activity goals related to lifelong wellness and active living and that incorporates strategies to help them remain active now and in the future	
	A3. Safety A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.	A3.1 demonstrate behaviors and apply procedures that maximize their safety and that of others	A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others	A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others A3.2 demonstrate an understanding of basic procedures for ensuring safety at physical activity sites and events	N/A
Leadership	A1. Leadership Styles A1. demonstrate an understanding of the concept of leadership and of the attributes, skills, and styles needed to be an effective leader	N/A	N/A	N/A	A1.1 demonstrate an understanding of the concept of leadership, and compare various leadership styles and their use in a variety of situations A1.2 identify the attributes and skills needed to be an effective leader through analysis of the characteristics of effective leaders and use this information as a basis for assessing their own leadership attributes and skills. A1.3 demonstrate the ability to select and apply the most appropriate leadership

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					styles for achieving a specific objective in a variety of contexts related to healthy, active living
	A2. Leadership Skills A2. demonstrate leadership skills in a variety of contexts related to healthy, active living	N/A	N/A	N/A	A2.1 demonstrate the ability to use communication skills to develop healthy relationships and provide direction to participants involved in a variety of activities related to healthy, active living A2.2 demonstrate the ability to use interpersonal skills and conflict resolution strategies to minimize and resolve conflicts when interacting with others A2.3 demonstrate the ability to make decisions, set goals, and solve problems when in a leadership role, taking into consideration the viewpoints of oneself and others and the availability of resources A2.4 demonstrate the ability to use adaptive, organizational, and time management skills to plan physical activities
	A3. Group Dynamics and Teamwork A3. demonstrate an understanding of group dynamics, and apply teamwork skills in a variety of contexts related to healthy, active living	N/A	N/A	N/A	A3.1 describe factors that affect the interaction of people within groups A3.2 describe strategies that can be used to facilitate group effectiveness

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					A3.3 describe individual behaviors and attitudes that contribute to effective teamwork and group success A3.4 demonstrate the ability to use a variety of strategies and teamwork skills to facilitate group effectiveness in achieving goals related to healthy, active living
Movement Competence	B1. Movement Skills and Concepts B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;	B1.3 demonstrates an understanding of the phases of movement.	B1.2 perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli B1.3 demonstrate an understanding of the phases of movement	B1.1 perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli B1.2 perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli B1.3 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities B1.4 apply appropriate movement principles* to refine skills in a variety of physical activities	N/A

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	B2. Movement Strategies B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, to enhance their ability to participate successfully in those activities.	B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities	B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities B2.3 demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities	B2.1 demonstrate an understanding of the components of a range of physical activities B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities B2.3 explain how developing personal competence in physical activities can increase confidence and encourage lifelong participation in physical activities	N/A
Facilitation of Recreation and Leisure	B2. Event Planning and Coordination B2. demonstrate the ability to plan and coordinate an event related to healthy, active living	N/A	N/A	N/A	B2.1 demonstrate the ability to use an assessment process to gather information about the characteristics and requirements of a target group before organizing an event B2.2 demonstrate the ability to analyze the information gathered from the assessment process and incorporate the results into a plan for an event

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					B2.3 develop an action plan, using the results gathered from the assessment process, to run an event that promotes healthy, active living B2.4 identify and apply strategies for effectively communicating information about an event to a target group B2.5 demonstrate the ability to implement an action plan to run a healthy active living event, evaluate its success based on pre-established criteria, and make recommendations for improvements
	B3. Safety and Injury Prevention B3. demonstrate an understanding of safety procedures needed for injury prevention in a variety of activities related to healthy, active living	N/A	N/A	N/A	B3.1 describe current guidelines, procedures, and contingency plans for ensuring the safety of participants in activities related to healthy, active living within their school community B3.2 demonstrate the ability to apply procedures for preventing injuries in a variety of activities related to healthy, active living B3.3 demonstrate an understanding of skills needed by first responders to respond to medical emergencies in a variety of physical activities

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Healthy Living	C1. Understanding Health Concepts C1. demonstrate an understanding of factors that contribute to healthy development;	C1.1 explain how active living and healthy eating contribute to a person's physical health and mental, emotional, and spiritual well-being		C1.1 describe the impact of various diseases and health conditions (e.g., Crohn's disease, celiac disease, diabetes, cancer, anemia, allergies and food sensitivities, vitamin deficiency) on nutrient requirements, food choices, and meal planning C1.2 identify behaviours and actions that can lead to adolescent injuries or death, and explain the factors that can influence adolescents to engage in or refrain from potentially harmful or dangerous behaviour	N/A
	C2. Making Healthy Choices C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	C2.1 apply their knowledge of basic nutrition principles and healthy eating practices		C2.1 describe behaviours and strategies (e.g., thinking before acting, making independent decisions, using workplace safety checklists, wearing protective gear, investigating legal requirements, following guidelines, planning before making decisions, using communications skills to sustain respectful and responsible relationships, using refusal and assertiveness skills to question and refuse to participate in unsafe situations, supporting peers in making safer decisions)	N/A

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				that can be applied to make safer choices in a variety of situations and settings (e.g., at school, at home, in the workplace, in the community) and reduce the risk of personal injury or death C2.2 apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health	
	C3. Making Connections for Healthy Living C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviors affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	C3.1 analyze the influence of social and environmental factors on food and beverage choices	C3.1 demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community	C3.1 identify current issues that involve food either directly or indirectly C3.2 describe the social and financial impacts of behaviours and actions that can lead to injury or harm, and describe ways of promoting behaviours that reduce adolescent injuries or deaths C3.3 describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in	N/A

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				substance use or addictive behaviours, and identify sources of support C3.4 describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations	
Mentorship and Development	C1. Mentorship C1. demonstrate an understanding of mentorship and the methods used by effective mentors to contribute to the growth and development of others	N/A	N/A	N/A	C1.1 describe the concept of mentorship, and identify the attributes of an effective mentor C1.2 explain how an effective mentor contributes to the growth and development of others C1.3 demonstrate the ability to use mentorship skills in a variety of contexts related to healthy, active living