



REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

Secondary School Curriculum

Physical Education

Curriculum Development Division

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A Message from the Director

The Curriculum Guides and Teachers' Guides have been developed by educators and teachers. They are intended to facilitate the preparation of students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for higher education. The revised curriculum represented is designed to guide the adoption of a more student-centred approach to instruction, and the provision of learning opportunities that are relevant and inclusive of varied learning needs and interests.

We have seen profound changes in the use of technology in education, the need for a greater focus on morals and values education and increased acquisition of life skills. There is no doubt that further shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community and stakeholder support and foster professional development.

The design of the revised curriculum documents was based on sound, contemporary educational theory, best practice, and system data. These documents will serve as foundational guides for the development of instructional programmes to be implemented at the Forms 1-3 levels.

The Curriculum Development Division is confident that the revised National Curriculum Guides and the Teachers Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools. Accordingly, the curriculum is the main channel to educate and develop children towards being academically balanced, healthy and growing normally, well-adjusted socially and culturally, emotionally mature and happy and enabling them to achieve their full potential

John Roopchan

Director of Curriculum Development

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PROJECT LEADERSHIP

John Roopchan	Director- Curriculum Development Division
Farishazad Nagir	Project Lead- Secondary Curriculum Revision
Ingrid Khemchand	Project Advisor
Gaytree Siewah-Barkarr	Administrative Support Team
Gillian Pilgrim	Administrative Support Team
Tricia Gilkes	Administrative Support Team
Paul Massy	Administrative Support Team

CURRICULUM REVISION TEAM: PHYSICAL EDUCATION

Caroline Forde	Curriculum Officer; Project Lead
Marjorie Thomas	Curriculum Officer, Physical Education
Veronica Dolan-Samuel	Curriculum Officer; Physical Education

Part 1

The National Curriculum for

Forms 1 - 3

National Curriculum Framework

Introduction

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout secondary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment and was designed to foster children's learning and development. These include activities and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those foundation years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the Ministry of Education vision, mission and the five value outcomes for all children.

The National Curriculum must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. The guiding principles of the Ministry of Education (*Education Sector Strategic Plan 2011-2015 p.g. XI*) were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an ***Education Sector Strategic Plan 2011-2015*** to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

Foundation of the National Curriculum

Curriculum development is informed by the vision and mission of the Ministry of Education. The design of revised curriculum documents for implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education. The regulatory and guiding principles for education provide the overarching national framework for education.

The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired and intended learning experiences for the classroom in the curriculum guide.

Vision of Ministry Of Education

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

The Mission statement is derived from the Vision of the Ministry Of Education. The Mission statement will guide the revision of the curriculum to meet the needs of the learners.

Mission of Ministry Of Education

To educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015.

Value Outcomes

An internal analysis of the education system, together with research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining the five value outcomes of the Ministry of Education that help to define standards of attainment for all secondary school students.

The Ministry of Education's overarching goal is to educate and develop children who are:

- Able to fulfil their full potential
- Academically balanced
- Healthy and growing normally
- Well-adjusted socially and culturally
- Emotionally mature and happy

Every core curriculum subject must facilitate the achievement of these value outcomes by all students. The core curriculum subjects, their content and the suggested teaching, learning, and assessment strategies are the means to fulfil the holistic development of the student.

It is expected that by the end of secondary school education, students will achieve all five value outcomes in order to make informed choices and contribute to the needs of society.

The five value outcomes are described more fully below.

A. Children who will achieve their full potential.

1. Function with a purpose based on love, value, family life, service and aesthetic expression.
2. Understand and participate constructively in their career and vocational pathway.
3. Able to cope with daily challenges, set healthy boundaries and make wise social choices.
4. Productive achievers, role models with good work ethics.
5. Will function at their best with a strong sense of commitment to their interests and activities.
6. Optimize their God-given talents to advantage.
7. Enterprising and responsible in risk taking.
8. Recover quickly from setbacks and disappointments.
9. Achieve economic well-being and make a positive contribution to society.

B. Children who are adequately prepared educationally to fulfill their potential.

1. Prepared to participate in society as appropriate to their age.
2. Academically balanced to be productive (combination of appropriate skills and competencies).
3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas.
4. Skilled in the use of current technology and the Internet (cyber wellness).
5. Proficient in a second language.

C. Children who are adequately developed socially and culturally.

1. Productive and have good self-image.
2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships.
3. Competent to interact and communicate with others, within different social settings and environments.
4. Patriotic and courageous in civic affairs and proud to be identified as members of the national and Caribbean Community.
5. Historically aware, including knowledge of our people.
6. Capable of informed participation in the democratic and political process.
7. Capable of functioning with good character and values in their culture.
8. Respectful of the law, authority, the rights of others, creative imagination in its different forms and of the right to divergent views.
9. Developed with interpersonal and language skills.
10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development.
11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict.
12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country.
13. Functioning with an honest sense of family and community.
14. Proficient in dealing with daily conditions.
15. Skilled in finding a safe place to think and grow.

16. Confident in themselves, self-motivated, enterprising and pursue self-education and lifelong self-development and able to work independently and with others.
17. Capable of finding assistance if they are abused or neglected.
18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth.
19. Appreciative of the contribution of the arts to daily life, cultural identity and diversity, locally, regionally and internationally.
20. Able to express themselves through the arts.

D. Children who are healthy and growing normally.

1. Secure and safe in their home, school, and community.
2. Physically fit, mentally alert, well nourished, and psychologically sound.
3. Active in exercise, sports, games and recreation.
4. Capable of wholesome interaction with peers.
5. Morally prepared for a productive life.
6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing, and memory or mobility challenges.

E. Children who are emotionally developed, mature and happy.

1. Able to enjoy daily life, have fun and express happiness and positive emotions.
2. Participants in entertainment and celebration.
3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives.
4. Mature and able to become full-fledged, productive and enterprising citizens.

Further readings -GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Education Policies That Impact on the Curriculum

Several policies from the Ministry of Education were taken into account for the revision of the Lower Secondary School Curriculum. These include the Education Sector Strategic Plan 2011-2015, the ICT policy and National Schools Code of Conduct. Three policies that have direct impact on the development and implementation of the curriculum are discussed.

Education Sector Strategic Plan 2011-2015

The Education Sector Strategic Plan purports a vision for education premised on guiding principles which informed the curriculum design and development process. They will provide reference points to ensure that the desired attributes of education are achieved. The guiding principles, listed below, are important components in the revised curriculum.

<i>Principle</i>	<i>Elaboration</i>
Student Centered	The student is at the centre of everything we do.
Engaged Communities	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
Inclusive	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
Proactive	We plan for a desired future, preventing problems instead of reacting to them.
Shared Responsibility	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
Innovative	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
	We enable meaningful and relevant learning through a range of opportunities

Flexible	appropriate to each student's development stage.
Equitable	We ensure that every student will have the benefit of high-quality learning opportunities.
Accountable	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
Transformative Leadership	We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
Quality	We are committed to meeting our own quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
Teacher Empowerment	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

ICT in the Curriculum

The ICT Policy goals and objectives of the Ministry of Education are to:

- i. Ensure all stakeholders possess the critical requisite skills and competencies to use ICT in the education system as a tool to enhance learning and teaching, communication and research, and to generate innovative processes;
- ii. Encourage innovative models of ICT use such as:
 - teacher education;
 - teaching;
 - learning; and
 - curriculum materials development
- iii. Harmonize activities, approaches and standards in the use of ICT within the Education System
- iv. Encourage critical and creative thinking, lifelong learning and social responsibility;

ICT in education in Trinidad and Tobago would create an educational system in which students leave schools as confident, creative and productive users of new technologies, including information and communication technologies, and understand the impact of those technologies on society.

The Ministry of Education's ICT in Education Policy (pp. 28–29) refers to Curriculum Content and Learning Resources as;

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- The ICT curriculum needs to be reviewed frequently in order to maintain its relevance.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

ICT in education would create an environment that encourages creativity, innovation, critical thinking and decision making.

Inclusive Education Policy

The Ministry of Education is committed to “support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners.” An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- i. The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students' interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.

- ii. Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.

Copies of these documents may be obtained from the Ministry offices or the website at <http://moe.edu.tt/>.

The Curriculum Development Process

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

This revised curriculum subscribes to an eclectic approach which is an amalgamation of the above definitions.

The foundation of the National Curriculum is also informed by a wealth of available curriculum theories and processes. The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge
2. Society and culture
3. The learner and learning process
4. Learning theories
5. The nature and structure of subject matter to be learned

Thus, these areas represent the foundation on which the national curriculum is revised. These areas will inform educational goals with the aim of developing a coherent, culturally focused, and dynamically evolving curriculum.

This revised curriculum displays a learner-centred design with philosophical assumptions that are mainly constructivist. It seeks to educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

The curriculum process was developed through four stages:

Stage 1 of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community.

The Ministry of Education conducted one national consultation on the secondary education curriculum, along with 3 joint-district consultations and one in Tobago. Consultations were held with representatives from the various divisions of the Ministry of Education, Students, denominational and local school boards; members from the primary and secondary principals association, members of the business community, Unions, representatives from tertiary institutions, representatives from Non-Governmental Organizations (NGOs), parents, and special interest groups. These key stakeholders provided valuable information which helped to inform curriculum change to better prepare students to meet the needs of society.

Stage 2 of the process involved the analysis of findings from opinions, experts, relevant documents and best practices which informed the design of the revised curriculum to enable a set of desirable outcomes and essential competencies to be possessed by all students.

Data from different sources together with other policy documents were examined and a unanimous decision was taken for the following to be core:

English Language Arts, Mathematics, Science, Visual and Performing Arts (VAPA), Physical Education, Spanish and Health and Family Life Education (HFLE), Technology Education, Information and Communication Technology (ICT) and Social Sciences which comprise History, Geography, Social Studies, Religious Education.

In order to develop the student holistically, emphasis was also placed on ICT integration, Sexuality and Sexual Health Education, Health and Wellness, Literacy and Numeracy.

At **Stage 3**, subject experts produced the revised curriculum documents. For each subject, a Curriculum Guide and Teachers' Guide was developed. Teachers with specific subject or curriculum development skills from schools were also included in the creation of these curriculum documents. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; teaching, learning and assessment strategies to support the outcomes. As part of the development process,

the curriculum was validated by feedback solicited from Universities and other key stakeholders. Continued consultations with key stakeholders will provide feedback to inform curriculum evaluation and further validation.

These curriculum documents will provide learning opportunities, teaching and learning strategies, assessment strategies and instructional plans which will contribute to the full potential of the students.

Stage 4 involved the implementation of the revised curriculum. Implementation of the curriculum is a dynamic process, requiring collaboration of the curriculum coordinators / officers and teachers. In implementing, teachers are expected to use the formal curriculum, as described in the curriculum guides, to plan work and teach in a manner that accomplishes the outcomes described. Teachers are expected to translate those outcomes into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. Although the curriculum documents provide sample teaching and assessment strategies, it is also the role of the teacher to select and use sound teaching practices, continually assessing student learning and systematically providing feedback to curriculum teams for use in revising and improving the guides.

The revised curriculum documents will be implemented initially for Forms 1 then at the Form 2 level and finally at the Form 3 level. Curriculum officers responsible for specific subject areas will monitor and support teachers in the implementation of this curriculum through school visits.

A curriculum development system provides support for the tasks of curriculum implementation. The system advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments, and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

System Component	Members	Role
Strategic Executive Team (SET) of the Ministry of Education	Consultants, Advisors	<ul style="list-style-type: none"> • Advise on curriculum policy, goals, and standards.
Curriculum Development Division (Head Office and District-based)	Curriculum officers	<ul style="list-style-type: none"> • Plan and develop curriculum. • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials. • Lead writing teams (which include teachers). • Monitor implementation. • Provide teacher support. • Facilitate teacher professional development for curriculum implementation. • Advise on processes and materials for effective implementation and student assessment. • Evaluate curriculum.
School Curriculum Management Team	Principal/Vice Principal and Heads of Departments	<ul style="list-style-type: none"> • Make major decisions concerning the school curriculum, such as assigning resources. • Provide guidelines for Instructional Planning Teams.
Instructional Planning Teams/School Instructional Committees	Teachers	<ul style="list-style-type: none"> • Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and

		development of learning materials, student assessment and evaluation.
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At the school level, the curriculum refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum, as well as the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g. cricket team, debating society, Guides, Cadets).

The School Curriculum Management team develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Management team usually consists of the Principal and/or Vice Principal and Heads of Department. The duties of the School Curriculum Management team include the development of school culture, goals, vision, and curriculum in alignment with the national curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Management team may, for instance:

- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;
- ensure that appropriate strategies are formulated to promote student success.
- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);

- evaluates the school programme of studies.

The roles of instructional teams are described below:

- Develop/Revise/Evaluate work programmes
- Determine resource needs
- Identify/Develop instructional materials
- Conduct classroom action research
- Integrate and align curriculum
- Identify and develop appropriate assessment practices
- Develop reporting instruments and procedures (student and teacher performance)
- Keep records

The roles of teachers are described below:

- Develop/Revise instructional programme
- Individualize curriculum to suit students' needs and interests
- Develop/Evaluate/Revise unit plans
- Develop/Select appropriate learning materials
- Select appropriate teaching strategies to facilitate student success
- Integrate the curriculum as far as possible, and where appropriate
- Select appropriate assessment strategies
- Monitor/Assess student learning and keep records
- Evaluate student performance
- Evaluate classroom programmes
- Conduct action research
- Collaborate with colleagues

The revised lower secondary curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills and develop attributes and values that are critical to their role as emerging productive, caring and responsible citizens.

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3.

A minimum time allocation is recommended for each core subject. The principal, as instructional leader of the school, will make the final decision as to time allocation, according to the needs of the students and the resources available at any given time.

The subjects and the recommended time allocations are as follows:

The number of periods per subject is based on:

- A 5 day cycle
- 7 periods per day
- Approximately 40 minutes per period

SUBJECT	NUMBER OF PERIODS PER WEEK
English Language Arts (ELA)	6
Mathematics	5
Spanish	3
Science	4
Physical Education	3
Technology Education	3
Visual and Performing Arts (VAPA)	4
Information and Communication Technology (ICT)	1
Health and Family Life Education (HFLE)	2
Social Sciences (History, Geography, Religious Education, Social Studies)	4

FRAMEWORK FOR AREAS OF STUDY IN SOCIAL SCIENCES

- Social Sciences comprise of the following subjects: Social Studies, History, Geography and Religious Education.
- Four periods are dedicated to Social Sciences.
- Two periods will be dedicated for Social Studies from Forms 1-3 all terms.
- Two periods each will be dedicated to History, Geography and Religious Education according the table below.

	TERM 1	TERM 2	TERM 3
FORM 1	<ul style="list-style-type: none">• SOCIAL STUDIES• HISTORY	<ul style="list-style-type: none">• SOCIAL STUDIES• RELIGIOUS EDUCATION	<ul style="list-style-type: none">• SOCIAL STUDIES• GEOGRAPHY
FORM 2	<ul style="list-style-type: none">• SOCIAL STUDIES• GEOGRAPHY	<ul style="list-style-type: none">• SOCIAL STUDIES• HISTORY	<ul style="list-style-type: none">• SOCIAL STUDIES• RELIGIOUS EDUCATION
FORM 3	<ul style="list-style-type: none">• SOCIAL STUDIES• RELIGIOUS EDUCATION	<ul style="list-style-type: none">• SOCIAL STUDIES• GEOGRAPHY	<ul style="list-style-type: none">• SOCIAL STUDIES• HISTORY

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

Information and Communication Technology (ICT) Infusion into the Curriculum

Information and Communication Technology (ICT) infused in the curriculum is intended to ultimately transform teaching and learning to meet the needs of twenty-first century learners and better prepare them to be global citizens. The use of ICT integration initiatives should support the development of critical skills such as knowledge construction, problem-solving, critical thinking, collaboration, communication, innovation, inquiry, digital literacy and entrepreneurship.

ICT covers all the technologies used for the handling and communication of information. These technologies include:

- Computers/laptops
- Storage devices (e.g. flash drives, CDs)
- Mobile devices/handheld devices
- Satellite communication
- Audio & Audio visual systems
- Cloud computing
- Email/messaging

In addition to the above named technologies, there is a generation of Web 2.0 tools that facilitate a more engaging and interactive learning experience in the classroom. The following is a small sample that may be useful to teachers and students:

- Social networking sites (including educational social networking platforms like Edmodo)
- Blogs, wikis, forums
- Photo and Video sharing tools (e.g. Flickr, Instagram, Youtube)
- Cloud storage (e.g. Skydrive, Dropbox, Deego)
- Digital Story telling tools (e.g. Story Maker)
- Social bookmarking and annotation tools (e.g. Diigo)

- Inspirational tools and lessons (e.g. TED Talks/Ed)
- Screen casting/screen capture tools (e.g. Jing)
- Word cloud generators (e.g. Wordle)

The process of integrating ICT into the curriculum requires that administrators and teachers find ways to incorporate ICTs into teaching and learning to maximize educational outcomes, making learning relevant and meaningful. This integration can only be successful if it is carefully planned, managed, monitored, evaluated. Additionally, appropriate measures should be devised to provide support wherever needed according to the context of the school environment.

It is hoped that educators continue to be creative and resourceful, making full use of the resources that are available to them as they plan instruction.

Literacy across the Curriculum

Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy ... finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today’s world. Indeed, it is the excluded who can best appreciate the notion of “literacy as freedom”. (UNESCO, Statement for the United Nations Literacy Decade, 2003–2012)

The revised lower secondary curriculum addresses the literacy needs of all learners as they interact with a variety of texts across the different subject disciplines. Research indicates that students who struggle have significant difficulty navigating mathematics, science and social sciences texts in which the language is expository, dense and full of difficult vocabulary (Allen 2000). This underscores the need for all teachers to support students’ literacy development since literacy skills are needed if students are to access the entire curriculum.

Teachers of English address students’ literacy by teaching the skills of listening, speaking, reading and writing in an explicit and systematic manner. The goal of literacy instruction is to improve learning by building students’ comprehension and communication skills. **Teachers of other content areas** have the responsibility of extending students’ literacy instruction by teaching the subject-specific literacy of their respective subject areas. Literacy is embedded in every subject so teachers must create literacy-rich activities for students that will strengthen and support subject-specific learning.

The table below illustrates generic literacy activities that content area teachers and students can engage in to build the core skills of listening, speaking, reading, writing and representing as the curriculum is enacted in all subjects.

Table 1: BUILDING LITERACY SKILLS ACROSS ALL SUBJECT AREAS

LITERACY SKILLS	STUDENT ACTIVITY IN ALL SUBJECTS	TEACHER SUPPORT
<ul style="list-style-type: none"> • Listening and Speaking • Aesthetic Listening • Efferent Listening • Critical Listening 	<p>Engage in collaborative discussions</p> <p>Make oral presentations that include use of ICTs</p> <p>Express ideas, perceptions and feelings about what is being learnt</p> <p>Listen to videos, film clips, audio tapes, DVDs, CDs</p> <p>Engage in discussions related to their learning and to their multicultural environment</p> <p>Engage in critical listening to process information and solve problems</p> <p>Engage in critical reflection on ethical issues related to subject</p>	<p>Set ground rules for discussions</p> <p>Listen attentively</p> <p>Facilitate discussions and explanations</p> <p>Source audio texts of related content for discussion</p> <p>Help students interpret and analyse what they listen to</p> <p>Develop students' presentation skills</p>
<p>Reading</p> <ul style="list-style-type: none"> • Textbooks • E-books • Reports • Interviews • Surveys • Newspapers • Magazines • Multi-media texts 	<p>Engage in individual, peer and group reading</p> <p>Extract details relevant to learning</p> <p>Make inter-textual references</p> <p>Access and read e-books and online information</p> <p>Critically reflect on and interpret ideas presented in multi-media texts</p> <p>Identify problems and discuss solutions</p> <p>Read for information and enjoyment</p>	<p>Model reading of subject content to students</p> <p>Model the Think Aloud strategy</p> <p>Engage students in reading as a process</p> <p>Explain technical terminology and subject-specific vocabulary</p> <p>Indicate features of text and internal organization in subject-specific materials</p> <p>Provide graphic organisers/ concept map templates for student use</p> <p>Help students interpret,</p>

		analyse and evaluate subject-specific content Help students connect subject content to the world beyond the classroom
Writing <ul style="list-style-type: none"> ▪ Expository ▪ Persuasive ▪ Technical ▪ Reflective 	Use graphic organisers to plan and record ideas Engage in individual and shared writing Create descriptions, songs, raps, narrations, explanations Create comics and story boards Engage in reflective thinking when writing Use ICTs to produce and publish pieces	Infuse technology when modelling writing of subject content Explore subject-specific vocabulary and language use Explain internal organization of subject-specific texts Provide graphic organizers/ concept map templates Create blogs for collaboration Encourage emailing of student responses Help students interpret, analyse and evaluate what they write
Representing	Present work learnt through role play, movement, monologues, tables, graphs, maps, songs, posters, diagrams, letters, brochures, written paragraphs, essays, reports, cartoons, comics, models, digital presentations	Encourage a range of presentation types/modes Infuse ICTs when teaching subject content Encourage use of ICTs in students' presentations

Failure to acquire literacy skills for learning across subject disciplines is a major risk which the revised curriculum seeks to address. Literacy lies at the heart of student understanding and achievement. For the curriculum to be enacted in a meaningful manner that benefits all students, effective subject-specific literacy teaching is critical. Each content area requires skills for effective reading and studying of text materials. To support literacy development, content area teachers must know how to teach the skills so that students can bridge existing gaps. Literacy skills are essential for good communication, critical thinking and problem-solving at school and for success in life beyond school.

References

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PART 2: The Physical Education Curriculum

Introduction

The curriculum in Physical Education presents students with a multitude of possibilities. Physical Education has always been focused primarily on promoting health-related fitness and the development of motor skills. However, the goals of personal integration and social development are also given high priority in this curriculum. Human movement activities constitute the subject matter of the physical education curriculum. The curriculum emphasizes the need to translate short-term results into lifestyle changes.

Subject Philosophy

The philosophy of Physical Education is informed by the national education philosophy. It is the belief of the curriculum planners that Physical Education must contribute holistically to the development of all students. It should foster competencies and beliefs that are necessary for a healthy lifestyle.

A Physical Education programme, therefore, should:

- encourage participation in physical fitness activities that promote health and wellness;
- provide activities that are responsive to the divergent needs of all students in the psychomotor, cognitive, and affective domains; thus enabling students to become independent, responsible, contributing members of society;
- be structured in a sequential and progressive manner that will facilitate the assessment of the all-round development of students;
- facilitate lifelong learning by helping students to appreciate the importance of knowledge, research techniques, and problem-solving and critical thinking skills;
- create opportunities for the development of positive attitudes and values that will enable students to function effectively in a culturally diverse society.

Rationale for Physical Education

Physical Education is an integral part of general education, and belongs within the core curriculum for secondary education. Physical Education programmes provide opportunities for all students to be physically active and to develop appreciation for and enjoyment of movement.

Students are growing up in a world of rapid change, which has led to more sedentary lifestyles. As a result, low levels of fitness, obesity, and poor movement/skill development are all too common. The Physical Education curriculum therefore focuses on the health of individuals and the factors that influence their movement skills and physical activity levels.

Physical Education fosters the holistic development of students of varying abilities, capabilities, and interests through a structured programme of psychomotor activities. This curriculum has been planned to develop social and scientific understandings about movement. Students who experience the curriculum will be given opportunities to learn about and practise ways of maintaining active, healthy lifestyles and improving their health status.

The curriculum includes the study of movement and physical activity. Emphasis is placed on understanding how the body moves and the socio-cultural influences that regulate movement. Scientific content to be studied includes anatomy, physiology, health and physical fitness, and acquisition of the relevant skills. Students are also encouraged to be sensitive about gender issues and issues affecting the differently abled. This will impact on how movement and patterns of participation in physical activity are valued by students.

The Physical Education curriculum seeks to provide satisfying experiences for all students from Form 1 to Form 3. The curriculum offers stimulating and varied activities that are appropriate to students' age and ability. These can be set at levels that challenge all students, including the differently abled, but will also give all students opportunities for achieving success.

The individual who has been exposed to this curriculum will have the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines, leisure pursuits, and career requirements throughout life. In addition, striving for an active, healthy lifestyle fosters

personal growth, the enhancement of well-being, and the development of the individual's capacity to take a productive role in the society.

Goals

The Physical Education programme provides opportunities for students to:

- develop physically, intellectually, emotionally, morally, spiritually, and socially;
- develop basic life skills, including critical thinking, problem-solving, and decision-making;
- value and enjoy engaging in regular and structured physical activity for the promotion of healthy lifestyles;
- acquire and use skills for creative and efficient movement in a variety of appropriate situations and circumstances;
- demonstrate proficiency in various sporting disciplines;
- develop and display teamwork skills necessary to engage in cooperative physical activities;
- develop and display appropriate leadership qualities;
- acquire basic survival skills;
- develop an awareness of and an appreciation for a safe and healthy environment;

General Learning Outcomes

The general learning outcomes are outlined through standards which define the knowledge, skills and attitudes to be developed from a programme in Physical Education. They identify what students should know and be able to do by the end of form 3.

Achieve and maintain a health-enhancing level of physical fitness and wellness

Apply knowledge of anatomy and physiology to achieve and maintain a high level of physical fitness and wellness

Set achievable goals to maintain a healthy lifestyle

Apply concepts and principles for the development and performance of motor skills

Demonstrate an understanding of relationships between movement concepts and skill performance

Apply outdoor education skills in orienteering

Establish connections between movement principles, rules, and strategies to enhance performance of motor skills

Apply the principles of training to improve performance during physical activity, and maintain a health-enhancing level of physical fitness

Exhibit responsible personal and social behaviour

Demonstrate an understanding of the correlation between responsible personal behaviour and healthy interpersonal relationships

Demonstrate an understanding of the impact of positive group dynamics on the achievement of group goals

Exhibit safety principles and practices

Apply safety rules and procedure in a variety of situations

Apply safety principles and practices to the care and prevention of athletic injuries

PART 3: Curriculum Content

Framework for Physical Education Curriculum

Form 1		
Term 1	Term 2	Term 3
<p>Defining Physical Education</p> <p>Brief History of Physical Education</p> <p>Physical fitness and wellness</p> <p>The skeletal system</p> <p>Meaning of wellness</p> <p>Dimensions of wellness</p> <p>Behaviours affecting wellness</p> <p>Nutrition</p> <p>Motor skill development</p> <p>Elements of movement – space awareness, body awareness, relationships, effort</p> <p>Movement Skills – weight bearing, weight transference, flight, body shape</p>	<p>Physical fitness and wellness</p> <p>The muscular system</p> <p>Definition of fitness</p> <p>Components of fitness</p> <p>Factors affecting fitness</p> <p>Motor skill development</p> <p>Meaning of gymnastics</p> <p>Balances – crouch balance, headstand, handstand</p> <p>Rolls – forward and backward</p> <p>Foot work in netball – stopping, stepping, pivoting</p> <p>Brief history of basketball</p> <p>Passing – javelin, lob, two-handed passes</p> <p>Catching</p>	<p>Physical fitness and wellness</p> <p>Assessment of fitness levels</p> <p>Motor skill development</p> <p>Cartwheel, round-off</p> <p>Astride vault</p> <p>Offensive and defensive skills in netball</p> <p>Strategies in modified game situations</p> <p>Dribbling in basketball – static and dynamic</p> <p>Strategies in modified game situations</p> <p>Basic dribbling in football</p> <p>Rules relating to skills in passing and dribbling</p> <p>Strategies in modified game situations</p>

Form 1		
Term 1	Term 2	Term 3
<p>Motor skill development</p> <p>Brief history of netball</p> <p>Passing— over arm, chest, bounce, underarm</p> <p>Catching</p> <p>Brief history of football</p> <p>Passing, receiving, kicking</p> <p>Brief history of cricket</p> <p>Batting – forward defence, forward drive, pull to leg</p> <p>Bowling – basic over arm bowling action</p> <p>Brief history of track and field</p> <p>Definition of track and field</p> <p>Areas of track and field</p> <p>General principles of walking, running, throwing, jumping</p>	<p>Personal and social behaviour</p> <p>Sharing with others</p> <p>Safety principles and practices</p> <p>Application of appropriate emergency responses</p> <p>Definition of first aid</p> <p>Components of a first aid kit</p>	<p>Fielding in cricket – underarm throw, long barrier</p> <p>Catching – close, high catching</p> <p>Personal and social behaviour</p> <p>Respect for others</p> <p>Safety principles and practices</p> <p>Type of injuries</p> <ul style="list-style-type: none"> - soft tissue - hard tissue <p>Prevention of injuries</p>

Form 1		
Term 1	Term 2	Term 3
Basic techniques of sprinting Starts, Relays, Jumps, Throws Personal and social behaviour Procedures/rules Instructions Safety principles and practices Safety rules: equipment, environment, protective gear	See pages above for content	See pages above for content

Form 2		
Term 1	Term 2	Term 3
Physical fitness and wellness Fitness needs in major sports Circulatory system Nutritional principles Weight management Stress management Motor skill development Weight bearing and weight transference using apparatus Through vault Shooting in netball areas of the court playing position relating to skills	Physical fitness and wellness Respiratory system Cardio-respiratory endurance – energy system. The effects of cardio-respiratory endurance, cardio-respiratory endurance tests Motor skill development Forward roll on the box Batting backward defence and attack strokes in cricket, running between wickets Basic bowling – direction, line and length Fielding two hand collecting, overhand throw, skim catch, basic wicket-keeping Dismissals, signals	Physical fitness and wellness Nutritional principles Motor skill development Offensive and defensive strategies Passing the football Goal Keeping
Footwork – pivot Shooting – lay up	Brief history and skills of volleyball Passes Overhead/set, forearm/bump/dig Service underarm, over arm serve	Motor skill development Shooting in basketball – set shot

Form 2		
Term 1	Term 2	Term 3
Trapping in football The throw-in More advanced techniques of Sprints Starts Baton pass Jumps throws	Javelin throw Water safety rules Dry rescue techniques Basic swimming strokes Diving	History of hockey Passing and receiving – push Dribbling Bowling in cricket – leg spin, off spin
Motor skill development Discus throw Personal and social behaviour Self-discipline/commitment <ul style="list-style-type: none"> - participation - commitment - cooperation Safety principles and practices	Motor skill development Orienteering Skills Hiking Camping Safety rules Personal and social behaviour Communication skills <ul style="list-style-type: none"> - feedback - self-expression Acceptance of responsibilities/roles	Personal and social behaviour Self Discipline Respect <ul style="list-style-type: none"> - peers - group leader - teachers - individual differences

Form 2		
Term 1	Term 2	Term 3
<p>Safety practices in given activities</p> <p>Safety implications of warm up and cool down</p> <p>Protective gears</p>	<p>Safety principles and practices</p> <ul style="list-style-type: none"> – Care of injuries – Procedure in the event of an injury – Methods of self-protection when treating injuries – Treatment of basic injuries 	

Form 3		
Term 1	Term 2	Term 3
Physical fitness and wellness The Digestive system Definition of drugs Types of drugs Effects of smoking, alcohol Frequently abused drugs Effects of drugs on human body and sports performance Motor skill development Gymnastic routines Neck spring Over arm spring Officiating in netball Game situation The field of play in football Officiating	Physical fitness and wellness The nervous system Effects of training Training programmes Phases of a training session Motor skill development Hitting across the line of the ball in cricket Officiating Game situation Strategies of offensive and defensive play in hockey Basic rules Modified game situation History of tennis Major skills-striking: forehand, backhand, serve, volley	Physical fitness and wellness Cardiovascular health Major forms of cardiovascular disease Protection against cardiovascular disease Motor skill development Game situations in: Netball Football Cricket Basketball Volleyball Overhand clear, smash in badminton Modified game situation Serving in tennis Volleying Modified game situation

Form 3		
Term 1	Term 2	Term 3
<p>Game situation</p> <p>Physical fitness and wellness</p> <p>Offensive and defensive skills in basketball</p> <p>Officiating</p> <p>Areas of court/playing areas</p> <p>Game situation</p> <p>Parts of the volleyball court</p> <p>Scoring and rules of the game</p> <p>Game situation</p> <p>Goal keeping in hockey</p> <p>Hurdling – basic technique</p> <p>Personal and social behaviour</p> <p>Leadership skills</p> <p>Conflict resolution</p> <p>Goal setting</p> <p>Environmental awareness</p>	<p>History of badminton</p> <p>Major skills – serve, striking: forehand, backhand, overarm</p> <p>Motor skill development</p> <p>Orienteering</p> <p>Types of maps – contour, rainfall, Scale interpretation</p> <p>Compass features</p> <p>Choice of route</p> <p>Breaststroke in swimming</p> <p>Personal and social behaviour</p> <p>Appropriate behaviour</p> <p>Safety principles and practices</p> <p>Strategies for emergency situations and long-term management of injuries</p>	<p>See page above for content</p>

Curriculum Content

Please note that the following teaching learning strategies can be applied to teach the content scope as outlined.

FORM 1			
Theme/Topic 1.0: The body systems			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1.1 Acquire basic knowledge of the systems of the human body 1.1.2 Understand the functions, structure, and workings of the skeletal system 1.1.3 Demonstrate knowledge of the effects of physical activity on the skeletal system	<ul style="list-style-type: none"> • An overview of body systems • The Skeletal System: <ul style="list-style-type: none"> - functions - structure – major bones, joints, connective tissues - workings 	<ul style="list-style-type: none"> • Class discussion • Research • Group work • Observation of models 	<ul style="list-style-type: none"> • Outline the major body systems and their main functions • Label diagrams of the major bones of the skeletal system • Outline the functions of the skeletal system • Match the common names with the scientific names of parts of the skeleton

Theme/Topic 1.0: The body systems			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.1.4 Understand the functions, structure, and workings of the muscular system</p> <p>1.1.5 Demonstrate knowledge of the effects of physical activity on the muscular system</p> <p>1.1.6 Show the interrelatedness of the skeletal and muscular systems</p>	<ul style="list-style-type: none"> • The Muscular System: <ul style="list-style-type: none"> - functions - structure – types - workings 	<ul style="list-style-type: none"> • Class discussion • Research • Group work • Observation of models 	<ul style="list-style-type: none"> • Outline the functions of the muscular system • Identify types of muscles and give examples of where they are found • Outline the effects of physical activity on the muscular system • Explain how the skeletal system supports the muscular system

Theme/Topic 2.0: Healthy lifestyle practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.1 Demonstrate an understanding of the relationship between wellness and lifestyle	<ul style="list-style-type: none"> • Meaning of wellness • Dimensions of wellness: <ul style="list-style-type: none"> - physical - emotional 	<ul style="list-style-type: none"> • Class discussion • Projects • Group work • Research • Cooperative learning 	<ul style="list-style-type: none"> • Identify the dimensions of wellness • Explain how particular behaviours affect wellness
1.2.2 practice habits that contribute to wellness	<ul style="list-style-type: none"> • Behaviours that affect wellness: <ul style="list-style-type: none"> - physical activity - diet - stress - heredity 		

Theme/Topic 2.0: Healthy lifestyle practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.3 apply habits and practices to maintain a healthy lifestyle	Nutrition -definition of nutrition -nutrients - functions -balanced diet	<ul style="list-style-type: none"> • Projects • Group work • Research 	<ul style="list-style-type: none"> • Identify the components of a healthy diet • Explain the functions of nutrients • Compile a portfolio on nutritional practices

Theme/Topic 2.0: healthy lifestyle practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.2.4 understand the concept of physical fitness 1.2.5 Demonstrate an understanding of health and sport related fitness components 1.2.6 Maintain the minimum standard of basic fitness tests 1.2.7 Fitness goals	<ul style="list-style-type: none"> • Definition of physical fitness • Components of fitness -health-related -sport-related • Factors affecting fitness: -stress -the environment -diet • Assessment of fitness levels: -fitness tests -fitness programmes -fitness goals 	<ul style="list-style-type: none"> • Class discussion • Group work • Research • Guided discovery • Cooperative learning • Peer observation 	<ul style="list-style-type: none"> • Define physical fitness • Demonstrate particular components of fitness • Perform basic tests to determine fitness level • Plan a simple programme to achieve short term goals

Theme/Topic 3.0: Movement/ Gymnastic Activities			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.3.1 Develop a personal philosophy of Physical Education	<ul style="list-style-type: none"> Defining Physical Education Brief history of Physical Education 	<ul style="list-style-type: none"> Class discussion Guidance Peer tutoring 	<ul style="list-style-type: none"> Produce illustrations to demonstrate a personal philosophy of Physical Education
1.3.2 Use movement skills to demonstrate movement concepts	<ul style="list-style-type: none"> Movement elements: <ul style="list-style-type: none"> space awareness body awareness relationships effort 	<ul style="list-style-type: none"> Observation Demonstration 	<ul style="list-style-type: none"> Demonstrate movement elements and concepts using appropriate movement skills
1.3.3 Perform movement skills with confidence	<ul style="list-style-type: none"> Balance on different body parts Weight transference using different body parts 	<ul style="list-style-type: none"> Practice Drills Group work 	<ul style="list-style-type: none"> Demonstrate balance, shape and transference of weight using different body parts
1.3.4 Perform sequences using basic movement concepts and skills			<ul style="list-style-type: none"> Create simple sequences incorporating movement concepts with 3 to 4 movement skills

Theme/Topic 3.0: Movement/ Gymnastic Activities			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.3.5 Perform movement activities to show various aspects of shape	<ul style="list-style-type: none"> • Body shape: <ul style="list-style-type: none"> - held positions - in flight 	<ul style="list-style-type: none"> • Demonstration • Practice • Group work 	<ul style="list-style-type: none"> • Demonstrate shape from various parts of the body • Demonstrate body shapes while moving • Demonstrate shape while the body is in flight

Theme/Topic 3.0: Movement/ Gymnastic Activities			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.3.6 Perform basic balances and rolls with confidence</p> <p>1.3.7 Perform routines in gymnastics</p> <p>1.3.8 Perform the astride vault</p>	<ul style="list-style-type: none"> • Meaning of gymnastics • Balances: <ul style="list-style-type: none"> - crouch balance - headstand - handstand • Rolls: <ul style="list-style-type: none"> -forward -backward • Cartwheel, round-off • Astride vault 	<ul style="list-style-type: none"> • Guidance • Peer tutoring • Observation • Demonstration • Practice 	<ul style="list-style-type: none"> • Execute balances and rolls with competence • Use balances and rolls to create simple gymnastic routines • Execute the astride vault over the vaulting box

Theme/Topic 4.0:Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.1 Understand and appreciate the history of netball	<ul style="list-style-type: none"> Brief history of netball 	<ul style="list-style-type: none"> Group work Research 	<ul style="list-style-type: none"> Research the history of netball and use different forms of technology to present findings
1.4.2 Apply perceptual motor concepts to the development of skills in passing, catching and footwork	<ul style="list-style-type: none"> Perceptual motor abilities -direction, balance, hand/eye, foot/eye coordination 	<ul style="list-style-type: none"> Demonstration Drills Practice 	<ul style="list-style-type: none"> Demonstrate perceptual motor abilities while performing netball skills
1.4.3 Show confidence in performing passing, catching and footwork skills	<ul style="list-style-type: none"> Passing: <ul style="list-style-type: none"> - over arm - chest - bounce - under arm 	<ul style="list-style-type: none"> Observation Viewing video clips 	<ul style="list-style-type: none"> Demonstrate passing, catching and footwork skills

Theme/Topic 4.0:Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.4 Apply appropriate strategies and rules in game situations	<ul style="list-style-type: none"> • Catching <ul style="list-style-type: none"> -over arm -under arm • Foot work: <ul style="list-style-type: none"> - stopping - stepping - pivoting • Rules relating to skills in passing, footwork, catching 	<ul style="list-style-type: none"> • Demonstration • Drills/practice • Group work 	<ul style="list-style-type: none"> • Apply appropriate passing, catching and footwork skills in modified game situations • Apply netball rules relating to passing, catching and footwork skills

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.5 understand and appreciate the history of football	<ul style="list-style-type: none"> • Brief history of football 	<ul style="list-style-type: none"> • Research 	<ul style="list-style-type: none"> • Research the history of football and use different forms of technology to present findings
1.4.6 apply perceptual motor concepts to the development of skills in passing, dribbling and receiving	<ul style="list-style-type: none"> • Perceptual motor abilities <ul style="list-style-type: none"> - Direction, balance, hand/eye, foot/eye coordination 	<ul style="list-style-type: none"> • Group work • Observation 	<ul style="list-style-type: none"> • Demonstrate perceptual motor abilities while performing football skills
1.4.7 Demonstrate passing, dribbling and receiving skills with confidence	<ul style="list-style-type: none"> • Passing: <ul style="list-style-type: none"> - inside of the foot - low drive - lofted pass • Dribbling • Receiving: <ul style="list-style-type: none"> - inside of the foot 	<ul style="list-style-type: none"> • Discussions • Demonstration • Practice • Video presentations 	<ul style="list-style-type: none"> • Demonstrate individual football skills of passing, dribbling and receiving • Apply football skills appropriately in modified game situations

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.8 Apply appropriate strategies and rules in passing , receiving and dribbling in game situations	<ul style="list-style-type: none"> • Rules relating to passing, dribbling and receiving 	<ul style="list-style-type: none"> • Demonstration • Practice 	<ul style="list-style-type: none"> • Apply football rules and strategies relating to passing, receiving and dribbling

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.4.9 Understand and appreciate the history of cricket</p> <p>1.4.10 Apply perceptual motor concepts to the development of batting, bowling and fielding skills</p> <p>1.4.11 Perform batting, bowling and fielding skills with confidence</p>	<ul style="list-style-type: none"> • Brief history of cricket • Perceptual motor abilities: <ul style="list-style-type: none"> - Direction, balance, hand/eye, foot/eye coordination • Batting: <ul style="list-style-type: none"> - forward - defence - forward drive • Bowling: <ul style="list-style-type: none"> basic over arm bowling action 	<ul style="list-style-type: none"> • Research • Group work • Demonstration • Guidance • Practice • Viewing video clips • Drills 	<ul style="list-style-type: none"> • Research the history of cricket and use different forms of technology to present findings • Demonstrate perceptual motor abilities while performing cricket skills • Demonstrate individual cricket skills in batting, bowling and fielding

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.12 Apply appropriate strategies and rules relating to the skills	<ul style="list-style-type: none"> - direction – line and length • Fielding: <ul style="list-style-type: none"> - underarm throw - long barrier - close and high catching <p>Rules related to batting, bowling and fielding skills</p>	<ul style="list-style-type: none"> • Demonstration • Guidance • Practice 	<ul style="list-style-type: none"> • Apply batting, bowling and fielding skills appropriately in modified game situations • Apply cricket rules and strategies relating to batting, bowling and fielding

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.4.13 Understand and appreciate the history of track and field/ Olympic Games</p> <p>1.4.14 apply perceptual motor concepts and principles to the development of running, throwing and jumping skills</p>	<ul style="list-style-type: none"> • Brief history of track and field • Direction, balance, coordination • General principles of: <ul style="list-style-type: none"> - walking, - running, - throwing - jumping 	<ul style="list-style-type: none"> • Research – group work • Class discussion • Small-group work • Guidance • Demonstration • Practice 	<ul style="list-style-type: none"> • Research the history of track and field and use different forms of technology to present findings • Differentiate between track and field events • Explain the basic principles of track and field activities • Demonstrate perceptual motor abilities while performing sprinting,

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.15 Perform running, throwing and jumping skills with proficiency	<ul style="list-style-type: none"> • Basic techniques of sprinting • Starts: crouch, standing • Baton passing: blind, visual • Jumps: long, high • Throws: shot 	<ul style="list-style-type: none"> • Guidance • Demonstration • Practice 	<p>throwing and jumping activities</p> <ul style="list-style-type: none"> • Execute correct techniques to demonstrate sprinting, throwing and jumping skills
1.4.16 Apply appropriate rules in the execution of running, throwing and jumping skills	<ul style="list-style-type: none"> • Rules relating to skills 		<ul style="list-style-type: none"> • Explain and demonstrate basic rules while performing track and field skills

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.4.17 Understand and appreciate the history of basketball</p> <p>1.4.18 Apply perceptual motor concepts to the development of passing and dribbling skills in basketball</p> <p>1.4.19 Demonstrate basketball skills with confidence</p>	<ul style="list-style-type: none"> • Brief history of basketball • Passing <ul style="list-style-type: none"> - javelin - lob - two-handed • Dribbling <ul style="list-style-type: none"> - static - dynamic 	<ul style="list-style-type: none"> • Research • Class discussion • Group work • Guidance • Demonstration • Practice 	<ul style="list-style-type: none"> • Research the history of basketball and use different forms of technology to present findings • Demonstrate perceptual motor abilities while performing basketball skills • Demonstrate passing and dribbling skills competently

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.4.20 Apply appropriate strategies and rules relating to the skills	<ul style="list-style-type: none"> Rules relating to the skills 	<ul style="list-style-type: none"> Guidance Demonstration Practice 	<ul style="list-style-type: none"> Apply passing and dribbling skills appropriately in modified game situations Apply football rules and strategies relating to passing, receiving and dribbling

Theme/Topic 5.0: Responsible Behaviour			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.5.1 Readily follow rules, instructions, and procedures, and stay on task</p> <p>1.5.2 Display self-confidence in physical activity settings</p> <p>1.5.3 Show initiative and exhibit self-esteem in physical activity settings</p>	<ul style="list-style-type: none"> • Procedures/rules: <ul style="list-style-type: none"> - uniform - attendance - change rooms - classroom - playing areas - equipment - practical activities • Instructions from: <ul style="list-style-type: none"> - teachers - leaders/officials • Sharing with others 	<ul style="list-style-type: none"> • Modelling • Feedback • Peer tutoring • Group work • Role play • Problem solving • Observation 	<ul style="list-style-type: none"> • Identify the important functions of rules • Keep individual record of adherence to rules and procedures • Develop pledges and contracts • Assume assigned roles and participate in group activities

Theme/Topic 5.0: Responsible Behaviour			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.5.4 Show respect for others	<ul style="list-style-type: none"> • Respect: <ul style="list-style-type: none"> - peers - group leader - teacher - individual differences 	<ul style="list-style-type: none"> • Role play • Problem solving <p>2 Observation</p>	<ul style="list-style-type: none"> • Develop a checklist to reflect on actions

Theme/Topic 6.0: Safety Practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>1.6.1 appreciate the importance of rules to ensure safety in physical activities</p> <p>1.6.2 apply safety rules in relation to specific activity settings</p> <p>1.6.3 Practice safety measures for the prevention of injuries</p>	<ul style="list-style-type: none"> • Safety rules: <ul style="list-style-type: none"> - equipment - environment - playing areas - protective gear • Application of appropriate emergency responses • Definition of first aid • Components of a first aid kit • Type of injuries: <ul style="list-style-type: none"> - soft tissue - hard tissue 	<ul style="list-style-type: none"> • Group work • Presentation • Demonstration • Peer tutoring • Dramatization • Discussion • Station teaching 	<ul style="list-style-type: none"> • Explain safety rules of some physical activities • Develop safety rules for specific physical activity settings at school • Identify possible injuries that might result from inappropriate safety practices • Design posters that display safety measures

FORM 2

Theme/Topic 1.0: Body Systems

Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.1.1 Understand the functions, structure, and workings of the circulatory system</p> <p>2.1.2 Demonstrate knowledge of the effects of physical activity on the circulatory system</p>	<ul style="list-style-type: none"> • The Circulatory System: <ul style="list-style-type: none"> - functions - structure – heart, blood, blood vessel - workings- pulse, blood pressure 	<ul style="list-style-type: none"> • Class discussion • Research • Group work • Observation of models 	<ul style="list-style-type: none"> • Outline the functions of the circulatory system • Measure and record personal data such as pulse rate and blood pressure • Design charts to compare results of heart rates according to age and gender • Explain the effects of physical activity on the circulatory system

Theme/Topic 1.0: Body Systems			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.1.3 Understand the functions, structure, and workings of the respiratory system</p> <p>2.1.4 Demonstrate knowledge of the effects of physical activity on the respiratory system</p> <p>2.4.5 Show the interrelatedness of the circulatory and respiratory systems</p>	<ul style="list-style-type: none"> • The Respiratory System: <ul style="list-style-type: none"> - functions - structure – air passages, lungs, diaphragm - workings 	<ul style="list-style-type: none"> • Class discussion • Research • Group work • Observation of models 	<ul style="list-style-type: none"> • Outline the functions of the respiratory system • Explain the workings of the respiratory system • Explain the effects of physical activity on the respiratory system • Describe how the respiratory and circulatory systems are interconnected

Theme/Topic 2.0: Healthy Lifestyle Practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.2.1 Apply nutritional principles and weight management practices to attain health goals.	<ul style="list-style-type: none"> Nutritional principles: variety, balance, moderation Weight management: diet & eating habits, physical activity & exercise Stress management: social support, relaxation techniques 	<ul style="list-style-type: none"> Class discussion Group work Research Guided discovery Cooperative learning Peer observation Problem solving 	<ul style="list-style-type: none"> Complete a checklist to record nutritional and weight management practices for a given period.
2.2.2 recognize the fitness needs of different physical activities	<ul style="list-style-type: none"> Fitness needs of different physical activities 		<ul style="list-style-type: none"> Identify the predominant fitness component of simple physical activities

Theme/Topic 2.0: Healthy Lifestyle Practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.2.3 Demonstrate an understanding of cardio-respiratory endurance</p> <p>2.2.4 Apply the knowledge of physical fitness to enhance performance of physical activities</p>	<ul style="list-style-type: none"> • Cardio-respiratory endurance <ul style="list-style-type: none"> - energy production - energy systems • Effects of cardio-respiratory endurance • Cardio-respiratory endurance tests • Cardio-respiratory endurance programme: <ul style="list-style-type: none"> - setting goals - choosing sports and activities 	<ul style="list-style-type: none"> • Class discussion • Group work • Research • Guided discovery • Cooperative learning • Peer observation • Problem solving • Demonstration • Practice 	<ul style="list-style-type: none"> • Explain how energy is produced in the body • Obtain the minimum standard of endurance tests. • Develop a simple cardio-respiratory fitness programme

Theme/Topic 3.0: Movement/Gymnastic Activities			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.3.1 perform the forward roll on the gymnastic box	<ul style="list-style-type: none"> • Forward roll on the box 	<ul style="list-style-type: none"> • Guidance 	<ul style="list-style-type: none"> • Demonstrate the forward roll on the box
2.3.2 execute the through vault	<ul style="list-style-type: none"> • Through vault 	<ul style="list-style-type: none"> • Peer tutoring • Observation 	<ul style="list-style-type: none"> • Demonstrate the through vault over pomelled horse
2.3.3 apply movement concepts in performing gymnastic routines involving the forward roll and through vault	<ul style="list-style-type: none"> • Routines involving the through vault and forward roll 	<ul style="list-style-type: none"> • Demonstration • Practice 	<ul style="list-style-type: none"> • Demonstrate gymnastic routines using the forward and through vault • Observe and analyse performances

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.1 Apply correct shooting technique in modified/normal game situations	<ul style="list-style-type: none"> Shooting in netball 	<ul style="list-style-type: none"> Demonstration Drills Practice 	<ul style="list-style-type: none"> Demonstrate correct shooting technique in modified/normal game situations
2.4.2 Know the areas of the netball court and the playing positions	<ul style="list-style-type: none"> Areas of court Playing position/areas 	<ul style="list-style-type: none"> Observation Discussions 	<ul style="list-style-type: none"> Differentiate the various playing areas Play in different positions
2.4.3 Apply appropriate strategies and rules relating to shooting and areas of play in normal game situations	<ul style="list-style-type: none"> Rules relating to skills Offensive and defensive strategies 	<ul style="list-style-type: none"> Guidance Viewing video clips 	<ul style="list-style-type: none"> Apply rules relating to shooting and areas of play Select suitable offensive or defensive strategies in game situations

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.4.4 Show proficiency in performing the skills of trapping and the lofted pass</p> <p>2.4.5 Apply trapping and the lofted pass while participating in a modified/normal game</p> <p>2.4.6 Demonstrate an understanding of the throw in</p>	<ul style="list-style-type: none"> • Trapping with various parts of the body • Passing <ul style="list-style-type: none"> - Lofted pass • The throw in 	<ul style="list-style-type: none"> • Observation of football games • Discussions • Demonstration • Practice • Video presentation • Drills 	<ul style="list-style-type: none"> • Demonstrate the skill of trapping and the lofted pass competently • Use the skill of trapping and the lofted pass appropriately in game situations • Execute the throw in effectively

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.7 Demonstrate an understanding of basic goal keeping skills	<ul style="list-style-type: none"> • Goalkeeping in football 	<ul style="list-style-type: none"> • Observation of football games • Discussions • Demonstration • Practice • Video presentation 	<ul style="list-style-type: none"> • Demonstrate basic goalkeeping skills • Explain and apply rules relating to passing, trapping, the throw in and goal keeping appropriately in a game situation
2.4.8 Apply rules relating to the skills in game situations	<ul style="list-style-type: none"> • Rules relating to skills 		

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.9 apply batting ,bowling and fielding skills with while participating in modified cricket game	<ul style="list-style-type: none"> • Batting in cricket <ul style="list-style-type: none"> -backward defensive and attacking strokes • Running between wickets 	<ul style="list-style-type: none"> • Demonstration • Guidance • Practice 	<ul style="list-style-type: none"> • Demonstrate batting, bowling and fielding skills competently
2.4.10 demonstrate an understanding of basic wicket keeping	<ul style="list-style-type: none"> • Bowling: <ul style="list-style-type: none"> -direction, line, length -leg spin - off spin • Fielding: 	<ul style="list-style-type: none"> • View video clips 	<ul style="list-style-type: none"> • Use cricket skills effectively in modified/normal game situations
2.4.11 apply appropriate strategies and rules in game situations	<ul style="list-style-type: none"> - two-hand collecting - overhand throw - skim catch • Basic wicket keeping • Rules related to skills 	<ul style="list-style-type: none"> • Drill • Practice 	<ul style="list-style-type: none"> • Demonstrate basic wicket keeping skill • Apply rules successfully in game situations

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.4.12 Perform skills in sprinting, starts, jumps, throws and baton passing with enhanced technique</p> <p>2.4.13 Perform basic techniques of discus and javelin throws</p> <p>2.4.14 Apply appropriate rules in the execution of discus and javelin throws</p>	<ul style="list-style-type: none"> • More advanced techniques of: <ul style="list-style-type: none"> - sprinting -Starts: crouch, standing -Baton passing: blind, visual -Jumps: long, high -Throws: shot • Basic techniques of <ul style="list-style-type: none"> - Discus throw - Javelin throw • Rules relating to skills 	<ul style="list-style-type: none"> • Class discussion • Small-group work • Guidance • Demonstration • Practice 	<ul style="list-style-type: none"> • Demonstrate improved technique in sprinting, starts, jumps, throws and baton passing skills • Execute correct techniques in throwing the discus and javelin • Explain and demonstrate basic rules of throwing the discus, and javelin

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.4.15 Perform relevant footwork and shooting skills in basketball</p> <p>2.4.16 apply appropriate strategies and rules in game situations</p>	<ul style="list-style-type: none"> • Footwork in basketball <ul style="list-style-type: none"> – pivot • Shooting <ul style="list-style-type: none"> – lay up – set shot – • Rules relating to skills in passing and dribbling • Strategies in modified game situations 	<ul style="list-style-type: none"> • Observation of basketball games • Discussions • Demonstration • Practice • Video presentation • Drills 	<ul style="list-style-type: none"> • Demonstrate footwork and shooting skills competently • Use footwork and shooting skills effectively in game situations • Demonstrate rules relating to passing and dribbling • Select the appropriate strategies in normal game situations

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.17 Understand and appreciate the history of volleyball 2.4.18 Apply perceptual motor concepts to the development of passing and serving skills 2.4.19 Perform volleyball skills with proficiency 2.4.20 apply appropriate related rules in game situations	<ul style="list-style-type: none"> • Brief history of volleyball • Direction, balance, hand/eye, foot/eye coordination • Pass : <ul style="list-style-type: none"> - overhead/set - forearm • Service: <ul style="list-style-type: none"> -underarm -over arm • Rules relating to skills 	<ul style="list-style-type: none"> • Research • group work • Demonstration • Guidance • Practice • Viewing video clips • Drills 	Research the history of volleyball and use different forms of technology to present findings <ul style="list-style-type: none"> • Demonstrate perceptual motor abilities while performing volleyball skills • Demonstrate individual volleyball skills competently • Apply volleyball skills in modified/normal game situations • Apply rules related to the skills

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.4.21 Understand and appreciate the history of hockey</p> <p>2.4.22 Apply perceptual motor concepts to the development of passing receiving and dribbling skills in hockey</p> <p>2.4.23 Show proficiency in performing hockey skills</p>	<ul style="list-style-type: none"> • Brief history of hockey • Direction, balance, hand/eye, foot/eye coordination • Passing: <ul style="list-style-type: none"> - hit - flick • Receiving • Dribbling 	<ul style="list-style-type: none"> • Research – group work • Class discussion • group work • Guidance • Demonstration • Practice • Multimedia presentations 	<ul style="list-style-type: none"> • Research the history of hockey and use different forms of technology to present findings • Demonstrate perceptual motor abilities while performing passing receiving and dribbling skills • Demonstrate individual hockey skills competently • Apply hockey skills in modified game situations

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.24 Apply appropriate strategies and rules in game situations	<ul style="list-style-type: none"> Rules relating to hockey skills 	<ul style="list-style-type: none"> Guidance Demonstration Practice 	<ul style="list-style-type: none"> Apply rules related to the skills

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.4.25 Apply safe practices in and around the pool 2.4.26 Perform basic lifesaving skills 2.4.27 Perform basic swimming strokes 2.4.28 demonstrate proper swimming strokes	<ul style="list-style-type: none"> • Basic water safety rules and skills • Dry rescue techniques: -reach -rope throw • Basic swimming strokes -Floating -Front crawl -Backstroke -Breaststroke • Shallow dive 	<ul style="list-style-type: none"> • Demonstration • Guidance • Peer tutoring • Observation • Practice 	<ul style="list-style-type: none"> • Demonstrate safe practices in and around the pool • Apply basic water safety skills • Float for at least 15 seconds • Demonstrate the front crawl, backstroke and breast stroke across the width of the pool • Demonstrate the shallow dive

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>2.4.29 Perform outdoor education skills in orienteering ,hiking and camping</p> <p>2.4.30 apply safety measures in outdoor activities</p>	<ul style="list-style-type: none"> • Orienteering skills: <ul style="list-style-type: none"> - types of maps contour, rainfall – scale interpretation – choice of route • Hiking • Camping • Safety rules 	<ul style="list-style-type: none"> • Research • Guidance • Group work • Demonstration • Observation • Practice 	<ul style="list-style-type: none"> • Set a map using a compass • Identify features of different types of map • Construct a map of a defined area to a given scale • Complete a simple orienteering course • Applying safety measures in planning and implementing a simple outdoor activity

Theme/Topic 5.0: Responsible Behaviour			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.5.1 Maintain control and stay on task	<ul style="list-style-type: none"> • Self-discipline: <ul style="list-style-type: none"> - commitment - participation - cooperation 	<ul style="list-style-type: none"> • Modelling • Feedback • Peer tutoring 	<ul style="list-style-type: none"> • Develop pledges and contracts • Express opinions and respond to questions
2.5.2 Display self-confidence in physical activity settings	<ul style="list-style-type: none"> • Communication skills: <ul style="list-style-type: none"> - Feedback - Self-expression 	<ul style="list-style-type: none"> • Group work • Peer work • Role play 	<ul style="list-style-type: none"> • Perform duties of the assigned roles
2.5.3 Be confident in assuming assigned roles	<ul style="list-style-type: none"> • Acceptance of Responsibilities/Roles <ul style="list-style-type: none"> - group leader - official - manager 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Complete a checklist to keep individual records of behaviour

Theme/Topic 6.0: Safety Practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.6.1 Apply safety rules in relation to specific activity settings	<ul style="list-style-type: none"> • Safety practices in given activities 	<ul style="list-style-type: none"> • Group work • Presentations 	<ul style="list-style-type: none"> • Identify possible injuries that might result from inappropriate safety practices
2.6.2 Develop the habit of warming up and cooling down before and after physical activities	<ul style="list-style-type: none"> • Safety implications of warm up and cool down 	<ul style="list-style-type: none"> • Peer tutoring • Dramatization • Discussions 	<ul style="list-style-type: none"> • Demonstrate proper procedure in warming up and cooling down
2.6.3 Use protective gears as required	<ul style="list-style-type: none"> • Protective gears <ul style="list-style-type: none"> - purpose - types 	<ul style="list-style-type: none"> • Displays on safety practices 	<ul style="list-style-type: none"> • Demonstrate appropriate use of protective gear in physical activities

Theme/Topic 6.0: Safety Practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.6.4 Perform basic treatment of soft tissue injury	<ul style="list-style-type: none"> • Care of injuries - initial procedures in the event of an injury - Methods of self-protection - Treatment 	<ul style="list-style-type: none"> • Demonstration on injury treatments 	<ul style="list-style-type: none"> • Explain initial procedures and methods of self protection when injury occurs • Demonstrate basic treatment of soft tissue injury

FORM 3

Theme/Topic 4.0: Sport Skills

Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.4.1 Know the different areas of the volleyball court	Parts of the Volleyball court	<ul style="list-style-type: none"> • Class discussion • Small-group work • Guidance • Demonstration • Practice 	Identify the different parts of the volleyball court
3.4.2 Make connections between skills, rules, and strategies of volleyball	Volleyball Game		<ul style="list-style-type: none"> • Apply the skills and rules of the volleyball game successfully • Select the appropriate strategies in the game situations
3.4.3 Perform officiating roles in volleyball	Officiating		Demonstrate the roles of volleyball officials – umpires, scorers

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>3.4.4 Demonstrate an understanding of basic goal keeping skills</p> <p>3.4.5 Know the different areas and parts of the hockey field and the playing positions</p> <p>3.4.6 Apply rules and strategies in modified game situations</p>	<ul style="list-style-type: none"> • Goalkeeping in hockey • Parts of the hockey field • Rules related to the skill • Strategies of offensive and defensive play • modified game situations 	<ul style="list-style-type: none"> • Class discussion • Guidance • Demonstration • Practice • drills 	<p>Demonstrate basic goal keeping skills of hockey</p> <p>Identify the different areas and parts of the hockey field</p> <p>Apply hockey skills and rules in modified game situations</p> <ul style="list-style-type: none"> • Select the appropriate strategies in modified game situations

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.4.7 understand and appreciate the history of tennis	<ul style="list-style-type: none"> History of tennis Direction, balance, hand/eye, foot/eye coordination 	<ul style="list-style-type: none"> Research – group work Class discussion 	<ul style="list-style-type: none"> Describe the history of tennis Demonstrate perceptual motor abilities while executing the skills of the ground strokes and the service
3.4.8 apply perceptual motor concepts to the development of tennis skills	<ul style="list-style-type: none"> Ground strokes: <ul style="list-style-type: none"> forehand backhand serve Basic rules Scoring 	<ul style="list-style-type: none"> group work Guidance Demonstration Practice drills 	<ul style="list-style-type: none"> Demonstrate ground strokes and service in tennis Identify and explain basic rules of tennis Explain the scoring system in tennis
3.4.9 perform the ground strokes and service in tennis			
3.4.10 know the basic rules and scoring pattern of tennis			

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.4.11 understand and appreciate the history of badminton 3.4.12 apply perceptual motor concepts to the development of badminton skills 3.4.13 apply striking and serving skills while participating in modified game situations 3.4.14 apply basic rules in modified game	<ul style="list-style-type: none"> History of badminton Direction, balance, hand/eye, foot/eye coordination Serve Striking: <ul style="list-style-type: none"> forehand backhand, forehand overhead, backhand overhead, smash Basic rules Modified game situation scoring 	<ul style="list-style-type: none"> Research – group work Class discussion Small-group work Guidance Demonstration Practice Multimedia 	<ul style="list-style-type: none"> Present research on the history of badminton Demonstrate perceptual motor abilities while performing serving and striking skills Identify and explain basic rules of badminton Demonstrate serving and striking skills in modified badminton games Explain the scoring system in badminton

Theme/Topic 4.0: Sport Skills			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>situations</p> <p>3.4.15 understanding the scoring system in badminton</p>			

Theme/Topic 5.0: Responsible Behaviour			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>3.5.1 demonstrate and promote good sportsmanship</p> <p>3.5.2 apply effective teamwork skills to achieve collective goals</p>	<p>4 Appropriate behaviour</p> <ul style="list-style-type: none"> - etiquette - fair play - self-control - inclusiveness <ul style="list-style-type: none"> • Conflict resolution • Leadership skills • Goal setting 	<ul style="list-style-type: none"> • Role modelling • Feedback • Peer tutoring • Group work • Peer work • Role play • Problem solving • Observation 	<p>5 Complete checklists on appropriate behaviour</p> <p>6 Modify rules of a game to encourage inclusion</p> <p>7 Work together to organize a class competition in a game of choice</p> <ul style="list-style-type: none"> • Identify and analyse the issues and suggest solutions in working together to achieve the goals

Theme/Topic 6.0: Safety Practices			
Learning Outcomes	Content/Scope	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.6.1 Apply basic strategies from first aid and the treatment of soft tissue injuries in emergency situations	<ul style="list-style-type: none"> Strategies for emergency situations long-term management of injuries 	<ul style="list-style-type: none"> Discussions Presentations Practical observation Research 	<ul style="list-style-type: none"> Simulate an emergency situation in a practical session
3.6.2 maintain appropriate control in relation to rehabilitation from injuries			<ul style="list-style-type: none"> Describe ways to manage soft tissue injuries over a short period of time

Conclusion

A sequential, developmentally appropriate curriculum must be implemented to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain healthy lifestyles.