

Senior School Curriculum

Physical Education



MINISTRY OF EDUCATION

Bermuda
2000

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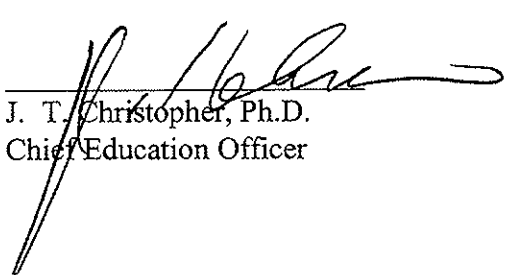
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s senior schools.



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The restructured curriculum development process began in 1994 under the leadership of Dr. Helen Stemler, restructuring curriculum coordinator. During 1994-1995, the frameworks for the entire curriculum development process were developed by the writing teams in the various content areas. From 1995-1997 the curricula for the middle level were created. Thanks also to Dr. Gina Tucker, curriculum coordinator 1998-1999. Special thanks to Mrs. Kalreta Conyers-Steede, education officer business studies, who coordinated the final production of these curriculum documents 1999-2000.

These documents would not have been completed without the support of a very hardworking, dedicated group of people - the secretarial/support staff who typed and assisted with numerous tasks associated with completing these documents. This group includes the following persons:

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OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21st Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CAREER PATHWAYS

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

BERMUDA SCHOOL CERTIFICATE (BSC)

From September 1999 all students who successfully complete the graduation requirements will be awarded the Bermuda School Certificate (BSC). Students must acquire 116 credits; the 70 required credits from the chart below and an additional 46 credits from student selected courses.

SUBJECTS	COURSE LEVELS				Total Requirements
	100	200	300	400	
English Language Arts	4	4	4	4	16
Mathematics	4	4	4	-	12
Science	4	4	4	-	12
Social Studies	4	4	4	-	12
Physical Education	2	2	2	-	6
Health Education	2	-	-	2	4
The Arts*	2	-	-	-	2
Business Studies	2	-	-	-	2
Computer Studies	2	-	-	-	2
EITHER: Family Studies OR Design Technology	2 or 2	-	-	-	2 or 2
TOTALS	28	18	18	6	70

*A further two credits will be required in the Arts when the new facility at The Berkeley Institute is completed.

How will the courses be organized?

All 100 level courses will be mandatory.

200-400 level courses will be organized under broad career pathways:

Applied Technologies
Arts and Communications
Health and Human Services
International Business and Tourism

Within each Career Pathway students will choose courses in line with their intended career choice.

How are course grades obtained?

A variety of assessments, including written tests, portfolios and practical assignments will be used to indicate achievement of course objectives. Each assessment instrument is detailed in the curriculum document. Students need a pass grade (D) in each course to be awarded credit.

What do the grades mean?

GRADE	% SCORES	MEANING OF GRADE	GRADE POINT
A	90 and above	Outstanding	4.0
B	80 -89	Good	3.0
C	70 -79	Satisfactory	2.0
D	60 - 69	Pass	1.0
F	59 and below	Failing Grade	0.0

What is a Grade Point Average (GPA)?

The GPA is the total of grade points achieved in all courses taken by the student divided by the number of courses taken.

$$\text{GPA} = \frac{\text{grade points for all courses}}{\text{number of courses taken}}$$

Can students graduate and go directly to College or University?

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
English Language & Literature I (R) English Language & Literature II (R) English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop	Foundations of Mathematics (R) Mathematics Laboratory (no credit) Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus
Science (SC)	Social Studies (SS)
Science I (R) Science II (R) Applied Biology & Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II	Bermuda Social Science: An Overview (R) Politics & Law in Action (R) Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History

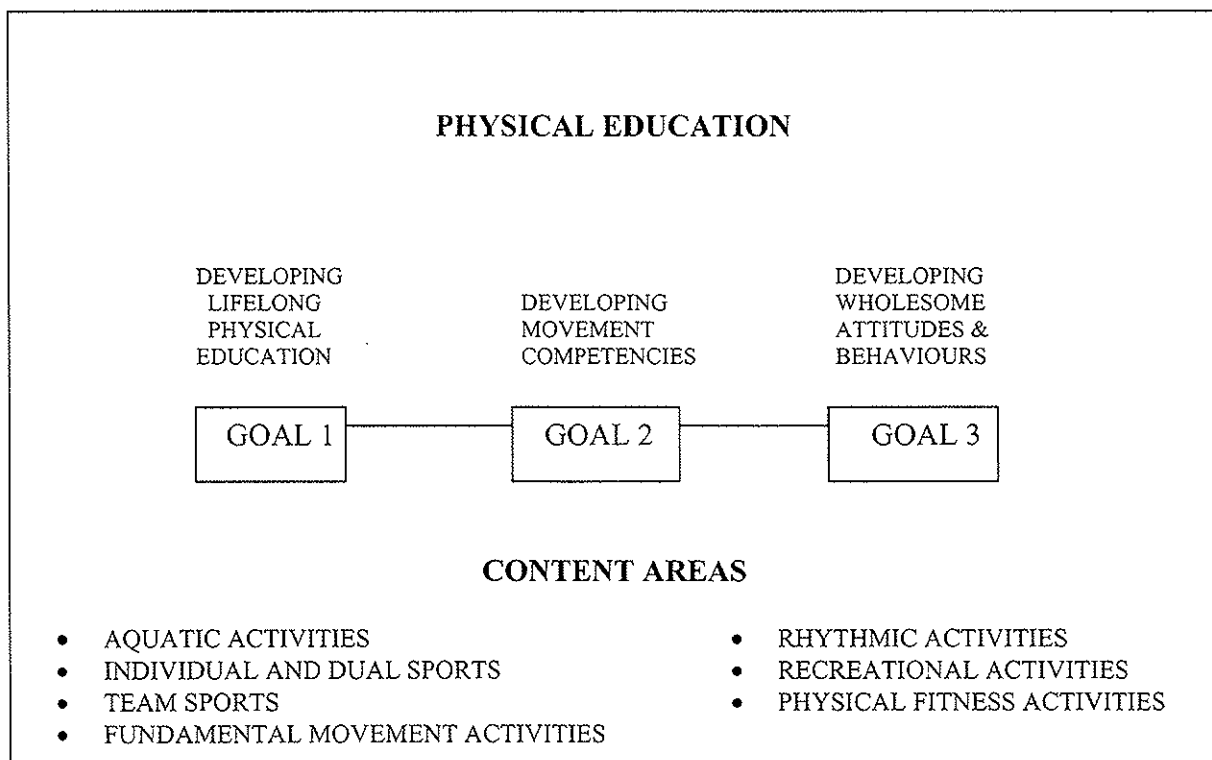
Business Studies (BS)	Computer Science (CS)
Business Essentials I (R) Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism	Computer Science I (R) Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design
Design & Technology (DT)	Family Studies (FM)
Design & Technology Design & Realization I Design & Realization II Design & Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III	Exploring Family Living Child Care & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design

Health (HE)	Physical Education (PE)
Health & Wellness (R) Health Issues(R) Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & Control (B)** Health Occupations ***Courses labeled A or B will run consecutively as a pair.	Physical Education I (R) Physical Education II (R) Physical Education III (R) Physical Education IV
Foreign Languages (FL)	Functional Skills (FC)
French/Spanish/Portuguese I French/Spanish/Portuguese II French/Spanish/Portuguese III French/Spanish/Portuguese IV Foreign Languages for International Business	Functional Skills I Functional Skills II Functional Skills III Functional Skills IV

Music (MU)	Visual Art (VR)
Music in Society <u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble <u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble	Visual Art in Society Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art
Dance (DN)	Theatre (TH)
Dance in Society Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & Social Dance Dance Company World Dance Forms	Theatre in Society Acting I Acting II General Communication Play Directing Play Production Scriptwriting Technical Theatre Video Arts

PHYSICAL EDUCATION PHILOSOPHY

Physical Education is that unique part of the total educational experience which contributes to the physical, social and emotional development of the student through physical activity. Fundamental movement, sport and rhythmic skills and fitness activities are explored through a broad spectrum of sequentially planned activities in which students learn to move skillfully and effectively. These skills are further enhanced by a thorough knowledge and understanding of the underlying mechanics, principles and concepts for proper utilization of these skills. Along with this motor skill control, students learn to work independently and cooperatively. They are provided with opportunities to combine their knowledge, skills, ingenuity and perseverance in order to cope with new and challenging situations. Physical Education provides a non-threatening, healthful and safe environment for experimenting with new movement and behaviour patterns. It should provide an opportunity to develop self-confidence and a positive self-concept as well as opportunities to deal with success and temporary failures.



PHYSICAL EDUCATION GOALS AND SUBGOALS

GOAL 1 PHYSICAL FITNESS

STUDENTS WILL DEVELOP LIFELONG PHYSICAL FITNESS COMPETENCIES.

- Subgoal 1.1** Demonstrate an acceptable level of health fitness
- Subgoal 1.2** Assess personal fitness
- Subgoal 1.3** Analyze a plan for personal fitness and physical conditioning
- Subgoal 1.4** Demonstrate proper body alignment
- Subgoal 1.5** Apply principle of body alignment to efficient movement
- Subgoal 1.6** Demonstrate a knowledge of fitness principles which contribute to the quality of life
- Subgoal 1.7** Demonstrate the ability to use goal setting and decision making in nutrition, weight control and performance
- Subgoal 1.8** Advocate for an appreciation for lifelong physical fitness
- Subgoal 1.9** Demonstrate effective rest, relaxation and stress management techniques

GOAL 2 MOVEMENT

STUDENTS WILL DEVELOP MOVEMENT COMPETENCIES.

- Subgoal 2.1** Perform a wide variety of fundamental movement, sport and rhythmic activities
- Subgoal 2.2** Enhance efficient and creative movement through physical activity
- Subgoal 2.3** Demonstrate an appreciation for efficient and creative sport, rhythmic and movement activities
- Subgoal 2.4** Demonstrate knowledge of elements essential to the effective and efficient performance of fundamental movement, sport and rhythmic activities
- Subgoal 2.5** Demonstrate the ability to advocate for wholesome applications of games, sport and rhythmic activities in leisure time

GOAL 3 **POSITIVE ATTITUDES AND BEHAVIOUR**

STUDENTS WILL DEVELOP WHOLESOME ATTITUDES AND BEHAVIOURS.

- Subgoal 3.1** Demonstrate a positive concept of self in fundamental movement, sport and rhythmic activities
- Subgoal 3.2** Demonstrate appropriate social and emotional behaviour in physical activity settings
- Subgoal 3.3** Demonstrate self direction in physical activity environments
- Subgoal 3.4** Demonstrate an appreciation for individual differences within physical activity environments
- Subgoal 3.5** Demonstrate enhanced interpersonal communication skills
- Subgoal 3.6** Analyze career possibilities in physical education and related areas which are of interest to them

GOAL 1		Students will develop lifelong physical fitness competencies.			
PHYSICAL EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1	Demonstrate an acceptable level of health fitness.	participate in fitness activities	improve fitness levels	apply results of objective fitness assessment	demonstrate an acceptable level of health fitness
1.2	Assess personal fitness.	sustain moderate level of physical activity	monitor heart rate before and after physical activity	measure cardiorespiratory enhance muscular strength rate, flexibility and endurance using objective tests	assess personal fitness
1.3	Analyze a plan for personal fitness and physical conditioning.	N/A	identify a personal fitness goal	develop a plan for personal fitness and physical conditioning	analyze a plan for personal fitness and physical conditioning
1.4	Demonstrate proper body alignment.	demonstrate good postural practices	demonstrate pride in self through good posture	assess static and dynamic body alignment and utilize data to improve efficiency	demonstrate proper body alignment
1.5	Apply principles of body alignment to efficient movement.	move efficiently	demonstrate how correct body alignment can contribute to efficient movement	modify body alignment and efficient movement based on assessment data	apply principles of body alignment to efficient movement

GOAL 1 (cont'd)		Students will develop lifelong physical fitness competencies.			
PHYSICAL EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.6	Evaluate one's knowledge of fitness principles which contribute to the quality of life.	identify basic fitness principles	recognize a variety of fitness principles	apply fitness principles to look good, feel good, do better and have fun	evaluate one's knowledge of fitness principles which contribute to the quality of life
1.7	Demonstrate the ability to use goal setting and decision-making in nutrition, weight control and performance.	make healthful food choices which improve performance	make decisions regarding nutrition and performance	set goals which promote sound nutrition, weight control and performance	demonstrate the ability to use goal setting and decision making in nutrition, weight control and performance
1.8	Advocate for an appreciation for lifelong physical fitness.	be aware of the importance of fitness for all age groups	appreciate the need for lifelong fitness	demonstrate an appreciation for lifelong physical fitness	advocate for an appreciation for lifelong physical fitness
1.9	Demonstrate effective rest, relaxation and stress management techniques.	practice rest and deep breathing techniques	develop relaxation practices	practice a variety of stress management techniques	demonstrate effective rest, relaxation and stress management techniques

GOAL 2	Students will develop movement competencies.			
PHYSICAL EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Perform a wide variety of fundamental movement, sport and rhythmic activities.	display non-locomotor, locomotor and manipulative skills in movement	demonstrate effective non-locomotor, locomotor, manipulative skills, body and spatial awareness	demonstrate competence in a wide variety of sport and rhythmic activity	perform a wide variety of fundamental movement, sport and rhythmic activity
2.2 Enhance efficient and creative movement through physical activity.	participate in physical activity	participate in regular physical activity to improve skillful performance	develop efficient and creative movement through physical activity	enhance efficient and creative movement through physical activity
2.3 Demonstrate an appreciation for efficient and creative sport, rhythmic and movement activities.	enjoy participation in physical activities with others	show appreciation for individual differences in other's physical activity	enjoy aesthetic and creative aspects of performance in sport and movement activities	demonstrate an appreciation for efficient and creative sport, rhythmic and movement activities
2.4 Demonstrate knowledge of elements essential to the effective and efficient performance of fundamental movement, sport and rhythmic activities.	recognize similar movement concepts in fundamental movement, sport and rhythmic activities	identify ways movement concepts can be used to refine performance of fundamental movement, sport and rhythmic activities	display an understanding of components essential to effective and efficient performance of movement, sport and rhythmic activities	demonstrate knowledge of elements essential to the effective and efficient performance of fundamental movement, sport and rhythmic activities

GOAL 2 (cont'd)		Students will develop movement competencies.			
PHYSICAL EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.5	Demonstrate the ability to advocate for wholesome applications of games, sport and rhythmic activities in leisure time.	enjoy physical activity	identify opportunities in school for participation in games, sport and rhythmic activities	identify opportunities in the school and community for regular participation in games, sport and rhythmic activities	demonstrate the ability to advocate for wholesome applications of games, sport and rhythmic activities in leisure time

GOAL 3		Students will develop wholesome attitudes and behaviours.			
PHYSICAL EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1	Demonstrate a positive concept of self in fundamental movement, sport and rhythmic activities.	display satisfaction with their own physical performance	display a positive attitude toward physical activity	display good sportsmanship both as a participant and as a spectator	demonstrate a positive concept of self in fundamental movement, sport and rhythmic activities
3.2	Demonstrate appropriate social and emotional behaviour in physical activity settings.	maintain self control in game situations	display respect for authority and classmates	adjust to varying social and emotional reactions of others to stress in physical activity	demonstrate appropriate social and emotional behaviour in physical activity settings
3.3	Demonstrate self direction in physical activity environments.	work cooperatively in supervised physical settings	work independently on chosen physical tasks	display the ability to set realistic performance goals	demonstrate self direction in physical activity environments
3.4	Demonstrate an appreciation for individual differences within physical activity environments.	accept intellectual, physical and performance differences	make adjustments in personal reactions to meet varying needs of peers	accept gender similarities and differences by willingly participating in coeducational activities	demonstrate appreciation for individual differences within physical activity environments

GOAL 3 (cont'd)		Students will develop wholesome attitudes and behaviours.			
PHYSICAL EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.5	Demonstrate enhanced interpersonal communication skills	identify communications related to characteristics of a responsible friend or family member	describe effective verbal and nonverbal communication techniques	demonstrate effective interpersonal communication skills	demonstrate enhanced interpersonal communication skills
3.6	Analyze career possibilities in physical education and related areas which are of interest to them	identify career possibilities related to physical education	identify career possibilities related to physical education, sport and fitness	analyze skills required for physical education related careers in relationship to personal goals and attributes	analyze career possibilities in physical education and related areas which are of interest

FUNDAMENTAL MOVEMENT ACTIVITIES (1 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Locomotor Movement	- walking - running - jumping - hopping - skipping - galloping - others	- bending - leaping - transferring of weight - chasing - fleeing - dodging - pivoting - landing - rolling - others	application in sport and other physical activities	application in sport and other physical activities
Non-Locomotor Movement	- standing - balancing - holding - stretching - lying - curling - stillness - sitting - rolling - others	- swinging - balancing - pushing - swaying - pulling - raising/lowering - transferring of weight - others	application in sport and other physical activities	application in sport and other physical activities
Manipulatives	- sending an object - receiving an object - stopping an object	- sending an object - receiving an object - stopping an object	application in sport and other physical activities	application in sport and other physical activities

FUNDAMENTAL MOVEMENT ACTIVITIES (2 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Body Awareness	- body shape - body parts – identification - laterality - others	- body parts directions - others	application in sport and other physical activities	application in sport and other physical activities
Spatial Awareness	- personal space - general space - up/down - forward/backward - left/right - high/low - spatial vocabulary - others	- clockwise/anti-clockwise - pathways (linear and direct) - low, medium, high - others	application in sport and other physical activities	application in sport and other physical activities
Time	fast/slow	slow, moderate and fast	application in sport and other physical activities	application in sport and other physical activities

INDIVIDUAL/DUAL SPORTS (1 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Tumbling and Gymnastics	• simple tumbling and gymnastics	• gymnastics concepts • tumbling concepts and skills • safety and conditioning • handling equipment	• gymnastics concepts • tumbling concepts and skills • safety and conditioning • handling equipment	• gymnastics concepts • tumbling concepts and skills • body/spatial awareness • safety and conditioning • history
Track and Field	N/A	• jumping - long - high • throwing balls • running - sprints - distance - relays - mock meet	• jumping - long, high triple • running - sprints, distance, relay • throwing - shot, discus • history • safety and conditioning • mock meet	• jumping - long, high, triple • running - sprints, distance, relay • throwing - shot, discus • history • safety and conditioning • mock meet
Racquet Sports	N/A	• backhand, forehand, serve, volley • safety and conditioning • footwork	• backhand, forehand, serve, volley • court etiquette, scoring • safety and conditioning • history • footwork	• backhand, forehand, serve, volley • court etiquette • scoring • safety and conditioning • history • match play

INDIVIDUAL/DUAL SPORTS (2 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Cross Country	• short runs/walks • walk/jog	• walking, jogging, running • games • safety and conditioning	• pacing • fun runs • safety and conditioning • history and strategies	• scoring • game • safety and conditioning • history
Golf	N/A	N/A	• grip, stance, swing, irons, putting and scoring • scoring	• grip, stance, swing, woods • scoring

TEAM SPORTS (1 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Skills	introductory ball skills	- ball skills - sending - receiving and striking - traveling - volleying	- extend skills - extend technique	advanced skills and technique
Footwork	introduction basic footwork	more advanced footwork	footwork appropriate for game	footwork appropriate for game
Space	spatial awareness of self	spacing: relationship to objects and others	spacing: positional play	advanced spacing: positional play in competitive situations
Strategies and Tactics	N/A	introduction to offense and defence	extend strategies and tactics in modified sports	advanced strategies and tactics in major sports
Effort	perseverance	perseverance	perseverance	perseverance
Rules and Scoring Systems	teacher established	- traditional - student rules	- modified rules - introduction to selected major sport rules	- sport rules and laws - officiating
Games and Sport	simple objectives and rules	- offensive and defensive - net or wall - striking and fielding - invasive and traveling	selected and/or modified team sports	- selected team sports - organize game

RHYTHMIC ACTIVITIES	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Creative Movement	• self expression • basic elements of dance • thematic expression	• creative dance • thematic expression	N/A	N/A
Action Songs/ Story Plays	• singing games and dances, interpretation of visual stimuli	• singing games and dances • interpretation - story - poem - music	N/A	N/A
Rhythmic Gymnastics	• ribbons • beanbags	• balls • hoops • ribbons	• balls • hoops • ribbons • wands • clubs	• balls • hoops • ribbons • wands • clubs
Fundamental Rhythms	• locomotor • non-locomotor • vocal sounds • percussion • eurythmics	• marching	N/A	N/A
Multicultural Dance	• basic two step and rhythms	• Gombey • other ethnic dances	N/A	N/A
Aerobic Dance	N/A	N/A	• simple aerobic dance routines	• more complex aerobic dance routines

RECREATIONAL ACTIVITIES	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Rope Jumping	N/A	• singles jumping • dual rope jumping/turning	• double dutch	• double dutch
Outdoor Activities	N/A	• hiking	• campcraft skills • safety • clothing • orienteering • Outward Bound type activities	• campcraft skills • safety • clothing • orienteering • outward bound type activities
Recreational Games	• simple games	• selected games	• bocce ball • croquet • deck tennis • flying disc • new games • horseshoes • shuffleboard • tetherball	• bocce ball • croquet • deck tennis • flying disc • new games • horseshoes • shuffleboard

AQUATIC ACTIVITIES	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 – P6 Learning Phase B	M1 – M3 Learning Phase C	S1 – S4 Learning Phase D
Water Safety	• awareness of danger	• reach - wade rescue • safe places to play • rules	• wade-swim rescue • safe places to swim • rules - beach/pool • safety devices	• life saving (RLSS, Red Cross)
Instructional Swimming	• water confidence and adjustment • buoyancy: front float and back float • propulsion: walking and prone kicking • feet first entry in water	• buoyancy and propulsion stroke development • kick/pull coordination • variety of jumps: feet first	• stroke development - side stroke • water aerobics • specific games • basic head first dive	• stroke development • kicking • breathing techniques • basic dive: race dives
Recreational Swimming	• simple water confidence	• group games	• water aerobics • specific games	• water aerobics • specific games • fitness swimming
Boating Safety	• identify dangerous situations - areas not practical for boating	• specific local hazards • weather	• equipment • local laws • weather • local hazards - reefs, lee shores, etc.	• rules of the road - motor/sail
Boating Skills	N/A	• boat balance - entry/exit • paddling/rowing	• kayaking • canoeing • rowing/sculling • sailing	• kayaking • canoeing • sailing • windsurfing

RHYTHMIC ACTIVITIES	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Creative Movement	• self expression • basic elements of dance • thematic expression	• creative dance • thematic expression	N/A	N/A
Action Songs/ Story Plays	• singing games and dances, interpretation of visual stimuli	• singing games and dances • interpretation - story - poem - music	N/A	N/A
Rhythmic Gymnastics	• ribbons • beanbags	• balls • hoops • ribbons	• balls • hoops • ribbons • wands • clubs	• balls • hoops • ribbons • wands • clubs
Fundamental Rhythms	• locomotor • non-locomotor • vocal sounds • percussion • eurythmics	• marching	N/A	N/A
Multicultural Dance	• basic two step and rhythms	• Gombey • other ethnic dances	N/A	N/A
Aerobic Dance	N/A	N/A	• simple aerobic dance routines	• more complex aerobic dance routines

FITNESS (1 of 3)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Cardiorespiratory Endurance	- brisk walking - running - obstacle courses	- aerobic activities - circuit training - assessment techniques - improvement strategies - warm-up - cool down	- aerobic activities - circuit training - assessment techniques - improvement strategies - warm-up - cool down - fitness principles	- aerobic activities - circuit training - assessment techniques - improvement techniques - warm-up - cool down - fitness principles - lifetime activities
Muscular Endurance	- low organization games - obstacle courses	- games - aquatics and sports activities - skeletal and muscular systems	- sport and aquatic activities - assessment and improvement strategies - weight training - skeletal and muscular systems - rhythmic exercise	- sport and aquatic activities - assessment and improvement strategies - weight training - skeletal and muscular systems - lifetime activities
Muscular Strength	- specific exercises - circuit training	- need for strength - specific exercises - circuit training - skeletal and muscular systems	- specific exercises - weight training - circuit training - skeletal and muscular systems	- specific exercises - weight training - circuit training - skeletal and muscular systems - lifetime activities

FITNESS (2 of 3)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Flexibility	stretching movements	- stretching for personal warm-ups - stretching routine	- assessment and improvement - stretching for personal warm-up - stretching routine - precautions - yoga and Tai'chi	- assessment and improvement - stretching for personal warm-up - yoga and Tai'chi
Body Composition	N/A	- body composition assessment - ideal body weight - fat control	- interval training - body personal composition assessment - exercise and activity for fat loss - body fat	- body composition of self and others - assessing of body fat - exercising to use calories - perceptions/attitudes
Body Alignment	- standing alignment (frontal/dorsal) - moving alignment - posture awareness	- standing alignment (frontal/dorsal) - moving alignment - posture awareness	- standing alignment - moving alignment - pride in self	- standing alignment - back care - moving alignment - pride in self
Body Mechanics	- lying (including sleeping) - sitting - standing	- sitting - standing - lifting	- body mechanics - sitting - standing - lifting - sleeping - activity specific	- typing - sitting - standing - lifting - sleeping - activity specific bio-mechanics

FITNESS (3 of 3)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Rest, Relaxation and Stress Management	- rest - physical activity	relaxation training, deep breathing	- relaxation training - deep breathing - progressive relaxation	- relaxation training - deep breathing - progressive relaxation
Nutrition, Weight Control and Performance	- diet - physical activity	- energy - healthful eating - diet and physical activity	- diet and physical activity - weight control - impact of nutrition on physical activity	- diet and physical activity - weight control - impact of nutrition on physical activity
Understanding Physical Fitness	basic fitness principles	- components of health-related fitness - ways to maintain and improve fitness	- losing, maintaining and improving fitness - assessing personal fitness of others - skill-related fitness	- personalized fitness programmes - assessing personal fitness of others
Valuing Physical Fitness	- need for physical fitness - feel good - look good - do better - have fun	commitment to lifelong fitness	- physical fitness maintenance and improvement - fitness for special populations - early childhood - senior citizens - persons with disabilities - family fitness	- physical fitness maintenance and improvement - lifetime fitness

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INTRODUCTION TO SENIOR SCHOOL CURRICULUM

The senior school curriculum (S1 - S4) recognizes the distinct needs of the middle to late adolescent learner (14 to 18 years) and is based on the necessity of working consciously with the many developmental changes of students during this phase. It is a time to build on the foundation laid in the middle school by preparing students for work, further education and productive citizenry in the 21st Century.

As members of the senior school community, students have an opportunity to choose from a number of options and to participate in a variety of activities. The more involved students become in the life of the school, the more meaning school will have. Students will get the most from their educational experiences if their choices reflect their personal needs, interests, and talents. Students should select carefully those courses which offer the greatest opportunity for learning and which serve to better individual education and career goals.

Following are some of the characteristics of senior school students:

- intellectual habits increase
- thought processes become more abstract
- awareness of complexity of issues increases; rejection of simplistic explanations
- thought becomes more comprehensive
- ability to hypothesize and analyze increases
- thought becomes less egocentric
- interest in laws that regulate society increases
- ability to focus attention for long periods, increases (i.e. on topics of interest)

The senior school curriculum is a written guide that identifies the goals and curriculum objectives which teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the senior school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in Bermuda's senior schools.

SENIOR LEVEL EDUCATION

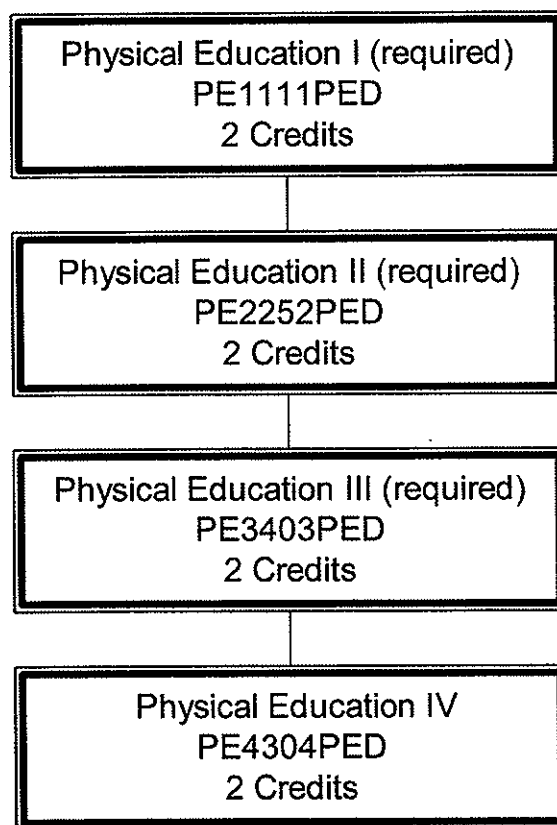
GOAL:

To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

SENIOR SCHOOL PHYSICAL EDUCATION RATIONALE

Physical education provides the opportunity for students to set and achieve personal physical goals; prescribe goals for other individuals and groups; engage in physical activity to learn and develop new skills; test and challenge physical limits and understand the importance of physical activity throughout their lives. Through physical education students will gain knowledge of rules and regulations that govern specific games and activities and will be able to apply this knowledge.

SENIOR SCHOOL PHYSICAL EDUCATION COURSES



COURSE DESCRIPTIONS

Physical Education (PE)

Physical Education I (required course)

Prerequisite: None

PE1111 PED

2 credit (s)

S1 level (s)

This course will offer instruction in a wide variety of physical activities. Students will participate in team sports, individual and dual sports, aquatics, physical fitness, and recreational activities. Emphasis will be placed on developing physical fitness through a variety of methods.

Physical Education II (required course)

Prerequisite: Physical Education I

PE2252 PED

2 credit (s)

S2 level (s)

This course will be taught to students who have reached level II in Physical Education. The course offers instruction to an intermediate level in a variety of physical activities. Students will participate in team sports, individual and dual sports, recreational activities, fitness and aquatics.

Physical Education III (required course)

Prerequisite: Physical Education II

PE3403 PED

2 credit (s)

S2-S4 level (s)

This course will be taught to students who have reached level III in physical education. The course offers instruction to an advanced level in a variety of physical activities. Students will participate in team sports, individual and dual sports, aquatics, recreational activities, fitness, and independent studies.

Physical Education IV

Prerequisite: Physical Education III

PE4304 PED

2 credit (s)

S3-S4 level (s)

This course will be taught to any student who has reached the S4 level in Physical Education. The course offers instruction to an advanced level in a variety of physical activities. Students will participate in team sports and dual and individual sports as they pertain to lifetime fitness and recreation.

Physical Education I

Course Code: PE1111PED



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL PHYSICAL EDUCATION COURSE OVERVIEW

Title: Physical Education I

2 credit (s)
60 hour (s)

Prerequisite (s): None

S1 level (s)

Course Code: PE1111PED

☒ required or ☐ elective

Course Description

This course will offer instruction in a wide variety of physical activities. Students will participate in team, individual and dual sports, aquatics, physical fitness, and recreational activities. Emphasis will be placed on developing physical fitness through a variety of methods.

Course Requirements

In order to meet the requirements for this course, students are expected to participate in a minimum of six (6) physical activities. Students' attendance, punctuality and P.E. uniforms are expected. Teachers and students will select activities from the modules offered in each of the five (5) areas (as indicated below).

Module	# Activities Req.	Module	# Activities Req.
A. Aquatic Activities	1 out of 3	D. Recreational Activities	1 out of 2
B. Individual and Dual Sports	2 out of 5	E. Physical Fitness	1 out of 2
C. Team Sports	1 out of 4		

The requirements for this course, depending on the modules chosen, are as follows:

Performance Assessments: - performance on specific tasks - self evaluation - attitude and effort including evidence of sportsmanship, responsibility and cooperation	40%
Product Assessments: - research paper - develop progress chart - project - observation checklist	30%
Written Assessments: - journal - tests and quizzes	30%
Total:	100%

** Assessment Framework adapted from Southampton Middle School Programme*

Course Resources

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Magazines: *Golf Digest*, *Golf Magazine*

Nicklaus, Jack, My 55 Ways to Improve Your Golf Score. New York City, NY: Simon and Schuster Inc., 1994.

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American Association for Health, Physical Education and Recreation, Group Instruction Manual for Tennis. Reston, VA: AAHPERD, 1991.

Brown, Jim, Tennis Steps to Success. Human Kinetics, 1995.

Murphy and Murphy, Tennis For the Player, Teacher and Coach. W. Saunders Co., 1975.

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Amateur Athletic Union, Official Track and Field Handbook. New York, NY: AAU. (current edition)

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Bertucci, Bob, Ed. Championship Volleyball: By the Experts, 2nd ed. West Point, NY: Leisure Press, 1982.

Lucas, Jeff and Modern, Stuart Ed. Pass, Set, Crunch: Volleyball Illustrated. Wenatchee, Washington, DC: Euclid Northwest Publications, 1985.

United States Table Tennis Association. Table Tennis for You. (current edition) Philadelphia, PA: USTTA, 1997.

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Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Aquatic Activities	10	B. Individual and Dual Sports	10
- instructional swimming		- badminton	
- sailing		- golf	
- water safety and survival		- gymnastics	
		- tennis	
		- track and field	
C. Team Sports	10	D. Recreational Activities	4
- basketball		- bowling	
- netball		- table tennis	
- soccer			
- volleyball			
E. Physical Fitness	8		
- aerobic dance and circuit training			
- personal fitness			

Subtotal	38
Optional double periods	<u>7</u>
Total double periods	45

SENIOR SCHOOL PHYSICAL EDUCATION

check one: S1 ☒ S2 ☐ S3 ☐ S4 ☐

Physical Education I

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Developing Physical Fitness	1.1	Level of fitness	x		x		x
		1.2	Assess personal fitness	x				x
		1.3	Personal fitness plan		x			x
		1.4	Demonstrate proper posture	x	x			x
		1.5	Positive principle	x	x			x
		1.6	Fitness principle	x				x
		1.7	Goal setting				x	x
		1.8	Appreciate lifelong fitness	x	x	x	x	x
		1.9	Manage success		x		x	x
2	Developing Movement Skills	2.1	Perform activities	x	x	x	x	
		2.2	Efficient movement	x	x	x		
		2.3	Appreciate efficient movement	x	x	x		
		2.4	Movement knowledge	x	x	x		x
		2.5	Leisure time	x	x	x	x	
3	Developing Wholesome Attitudes And Behaviours	3.1	Positive self concept		x	x	x	x
		3.2	Appropriate differences		x	x	x	
		3.3	Self directions	x	x	x	x	
		3.4	Appreciate differences		x	x	x	
		3.5	Interpersonal communication	x	x	x	x	
		3.6	Physical education career	x	x	x	x	
CONTENT STRUCTURE		Aquatic Activities		x				
		Individual and Dual Sports			x			
		Team Sports				x		
		Fundamental Movement Activities						
		Rhythmic Activities						
		Recreational Activities					x	
		Physical Fitness Activities						x
		MODULES		A	B	C	D	E

MODULE KEY

A - Aquatic Activities
B - Individual and Dual Sports
C - Team Sports

D - Recreational Activities
E - Physical Fitness

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I		Sequence Reference: PE1111PED-A1			
Module Title: Aquatic Activities (Instructional Swimming)		Senior School Level			
Number of Periods: 5 double periods		S1 ☒	S2 ☐	S3 ☐	S4 ☐
Subgoal Emphasis: 1.1, 1.2, 1.4, 1.6 Physical Fitness 2.1, 2.2, 2.3, 2.4, 2.5 Movement 3.3, 3.4, 3.6 Positive Attitudes and Behaviours		Content Focus Aquatic Activities			
Curriculum Objectives:		Content Detail:			
At the end of this module, students will: - perform basic swimming skills - perform correct breathing techniques - execute proper form in competitive swim strokes - perform basic shallow dive - demonstrate proper timing with kick and arm pull for breast and butterfly strokes - execute basic competitive turns		- fitness and conditioning - bilateral breathing with crawl - front and back glide and recover - execute side stroke and elementary back stroke - dive into deep end of the pool from pool deck or starting block - tread water for 5 min. - lap swimming			
Module Evaluation:					
Performance Assessments: - observation of required skills - checklist of required skills - certification Product Assessments: Written Assessments:					
Prerequisite Skill Areas (if any):			Special Resources (materials, equipment & community involvement):		
N/A			- Swim America's Curriculum guide - pool - solid objects (non buoyant) - kick boards		

GLOSSARY:

American Crawl	A term often used to describe a form of swimming in which the swimmer takes six flutter kicks to each complete stroke of the arms.	Individual medley	A four-course swimming event in which a butterfly stroke is used in the first fourth, a backstroke in the second fourth, a breaststroke in the third fourth, and freestyle in the last fourth.
Approach and hurdle	A term used in diving. The walking steps (approach) must contain a minimum of three steps. The hurdle is the jump made at end of diving board by lifting one leg until the thigh is parallel to the board, jumping off other foot and landing on both feet at end of board for take-off.	Inward	Diver stands on board with his back to the water, leaps up and out from the board, rotating his body toward the board, head descending toward water.
Australian crawl	Stroke in which swimmer takes one arm stroke for each flutter kick of opposite leg, hence a two-beat crawl. This form is very effective in distance swimming.	Jellyfish float	Floating position with arms and legs hanging down in water, hands holding ankles, head under water, rounded portion of back showing on surface.
Backstroke (elementary)	A less strenuous stroke in which arms move simultaneously under the water with a frog kick employed by the legs.	Kick-board	A buoyant board, which may be grasped with the hands and used in developing kicking techniques.
Backstroke (racing)	A stroke on the back in which arms stroke alternately with recovery out of the water, with legs using a flutter kick, usually six beats to an arm cycle; virtually an inverted crawl.	Layout	A diving position in which the body is extended with no flexion.
Bobbing	Alternately going below the water surface and ascending in vertical position with head up.	Low board	A term often applied to the one-meter diving board.
Breaststroke	Swimming on breast; both hands must move forward and backward together, with shoulders parallel to the water surface and at right angles to forward progress. Legs must be drawn with a distinct bend at the knees, followed by an outward and backward kicking motion, with no up and down movement as in flutter kick.	Pike	A diving position in which the body is bent at the hips and the legs are kept straight.
Butterfly	A stroke in which the arms are recovered simultaneously above the water and the legs are moved together symmetrically. The dolphin kick or frog kick or a combination of both may be used.	Prone float	Floating in water with face down, arms and legs extended.
Degree of difficulty	A numerical rating given to specific dives in keeping with their relative difficulty. Ratings range from 1.0 for a forward dive tuck on one-meter board to 2.9 points for a three and one-half forward somersault on the three-meter board.	Scissors kick	A kick used in the sidestroke or trudgen. Swimmer starts with legs together, extending them to stride position, with one leg going forward and one backward, both moving in a plane parallel to water's surface. Knees are bent during recovery part of the kick.

Dog paddle (human stroke)	A primitive form of swimming often adopted by beginners in which the arms are extended forward alternately, usually under water with leg kick inconsistent.	Scul	Propelling the body in a dorsal position with a rotary motion of the hands and arms.
Finning	A swimming stroke, in which the swimmer lies on back, feet together, hands at sides. Propulsion comes from movement of hands pushing towards the feet.	Sidestroke	With body on side, arms alternately reach forward under water, and on the pull they alternately move the same side of swimmer, while the scissors kick is employed with the legs.
Flutter kick	A fast vertical kick, with legs moving alternately and rhythmically in a loose whipping motion, with power for knee and ankle action coming from the hip joints.	Six-beat crawl	A swimming stroke in which there are six beats of the legs in flutter-style kick to one full arm stroke. The most common rhythm of the American crawl.
Freestyle	Any desired stroke the swimmer may wish to use. Since the crawl is the fastest stroke, it is invariably used in competition.	Supine float	Floating in water with face up, arms and legs extended.
Frog kick	A kick used with the breaststroke. The knees are drawn forward and outward slowly with heels fairly close together, and then pressed backward and outward as the feet whip around in an arc. The kick is completed by squeezing the legs together with toes pointed.	Tread water	A swimming technique that enables the swimmer to remain afloat in a vertical position by kicking the legs and, if necessary, by using the arms extended in a sweeping movement.
Glide	Movement of body in water after completion of the propulsion stroke.	Trudgen kick	A double overarm stroke using alternate arms, with legs employing a scissors stroke, and with breathing always on the same side.
Gutter	Edge of the pool at water level. Gutter contains drain for disposal of excess water.	Tuck	A diving position in which the body is bent at the hips and knees.
High board	A term often applied to the three-meter diving board.		

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Swim America Programme Directors Manual. Ft. Lauderdale, FL, 1995.
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REFERENCES - STUDENT:

William, C. et al. Personal Fitness: Looking Good Feeling Good - Student Activity Handbook. Dubuque, Iowa: Kendall /Hunt, 1995.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-A2

Module Title: Aquatics Activities (Sailing)

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.1, 1.2, 1.5, 1.6, 1.8 Physical Fitness
- 2.1, 2.2, 2.3, 2.5 Movement
- 3.3, 3.5, 3.6 Positive Attitudes and Behaviours

Content Focus

- Sailing Safety
- Sailing

Curriculum Objectives:

At the end of this module, students will:

- know boat safety and PFD knowledge
- know the parts of a boat and know the names of sailboats
- know directions on a boat
- know boat and personal safety
- identify the direction of the wind
- know how to rig a boat
- know how to capsize and right
- demonstrate simple sheet adjustments while underway

Content Detail:

- on-shore safety tips
- check safety gear
- knots needed for sailing
- getting underway from deck
- steering with Tiller

Module Evaluation:

- **Performance Assessments:**
- observation of proficiency in skills
- **Product Assessments:**
- **Written Assessments:**
- formal/informal White Sail - Level 1 written test

Prerequisite Skill Areas

(if any):

- swim 100m in 5 min., fully dressed including shoes
- treading water ability

Special Resources

(materials, equipment & community involvement):

- PFD
- sailboats
- books
- videos

GLOSSARY:

Abeam	At right angles to the boat.	Knot	(1) Nautical mile (6,076 feet) per hour. (2) A rope trick.
Aft	Toward the stern; opposite of forward.	Layline	The line beyond which you can lay (make) the destination on a close-hauled course with no more tacks.
Apparent wind	The wind felt on board your boat. A combination of the wind from your forward motion and the true wind blowing onto the boat.	Lee shore	A shoreline to leeward of a boat onto which the wind is blowing.
Athwartship	Across the boat.	Leeboard	A retractable fin like a centerboard but attached to the side of the boat.
Back	To trim a sail to windward so that it fills with wind backward.	Leech	The back edge of a sail.
Backstay	The support wire between the top of the mast and the back of the boat.	Leeward	Downwind; away from the wind.
Battens	Slats inserted into pockets along a sail's leech to help maintain its shape.	Lifeline	A wire supported by low poles called <i>stanchions</i> that encircles the deck to keep crew from falling overboard.
Beam	The width of the boat at any point; also the side of the boat.	Lift	A wind shift that enables the boat to sail closer to the old wind direction.
Beam reach	Reaching on a heading perpendicular to the wind direction.	Line	A rope used on a sailboat with a specified purpose.
Bear away	To turn away from the wind (or to turn to leeward).	Log	(1) A nautical record of a ship's voyage. (2) A device that measures distance traveled.
Bearing	The angle to an object measured in compass or relative degrees.	Longitude	The vertical lines on a chart or globe designating the angular distance (0 to 180 degrees) east or west of the prime meridian.
Block	A pulley through which ropes run.	LOP (line of position)	A line through some point on which you presume your boat to be located as a result of an observation or measurement.
Bolt rope	A rope (often covered with fabric) sewn to the luff or foot of a sail.	Lubber line	Fixed vertical post(s) around the edge of the compass.
Boom	The horizontal pole that supports the bottom edge of the mainsail.	Luff	(1) The front edge of a sail from the head to the tack. (2) The flapping motion of sailcloth when a sail is under-trimmed (or not trimmed at all).
Boom vang	The control line system, running from the boom to the base of the mast that controls mainsail twist when reaching and running.	Mainsail	The aft-most sail on a boat with one mast, normally attached to the mast along its front edge.
Bow	The front of the boat.	Mainsheet	The adjustment rope that pulls the boom (hence the mainsail) in and out.
Broach	A sudden, unplanned turning of a boat toward the wind that occurs in strong winds.	Mast	The vertical pole that supports the sails.
Broad reach	Reaching at a wide or broad angle to the wind (greater than 90 degrees).	Mooring	A permanently anchored buoy to which a boat can be tied.
Buoy	A floating (albeit anchored) object that can be a navigation aid or a mooring.	Nautical mile	6,076 feet, 1.15 times longer than a statute (regular) mile; equal to one minute (1/60th of a degree) of latitude.

By the lee	Sailing downwind with the wind coming over the same side of the boat as the boom is trimmed, which can cause an accidental jibe.	No-sail zone	Zone where a sailboat can't sail; about 90 degrees wide, with the center point being directly toward the true wind direction.
Capsize	To flip the boat over so that the top of the mast is in the water.	Off the wind	Sailing on a broad reach or run.
Centerboard	The retractable, unballasted center fin on a dinghy that keeps the boat from sideslipping (moving sideways).	Outboard	(1) Out to the side of the boat. (2) A removable engine.
Chafe	Abrasion; wear	Outhaul	The control line system used for adjusting the tension of the foot of the mainsail.
Chain plate	Attachment point of the standing rigging on the hull.	Parallel rulers	A navigation tool with two straight-edged plastic slats connected by two hinges; used to measure and draw compass courses.
Charter	To rent (as in chartering a boat).	PFD (personal flotation device)	A life jacket or other buoyancy device.
Chop	Short, steep waves.	Piloting	Navigation involving frequent determination of position.
Cleat	A fitting that is used to tie off or secure a line under load so that the line doesn't slip.	Pinch	Steering slightly closer to the wind than a close-hauled course.
Clevis pin	A metal pin that secures a shackle or other fitting on a boat.	Plane	To skim along the water's surface.
Clew	The aft, bottom corner of a sail.	Pole lift	see topping lift.
Close-hauled	The closest course to the wind that you can effectively sail. Also called sailing upwind, on the wind, or beating.	Port	(1) Left. (2) A small round window in a boat, also called a 'porthole'. (3) A harbor.
Close-reach	A reach at any heading between 90 degrees to the wind and close-hauled.	Port tack	Sailing with the wind coming over the left side of the boat.
Cockpit	The area where the crew sits to operate the boat.	Puff	An increase in wind velocity.
Cunningham	The control line system near the tack of a sail used to adjust luff tension.	Purchase system	a block-and-tackle system that gives a mechanical advantage.
Current	Horizontal movement of water caused by tidal change, gravity, or wind.	Quadrant	Bracket around the rudder post that connects to the steering wheel cables.
Daggerboard	A centerboard-type fin that is raised and lowered vertically through a slot in the hull.	Quick-Stop method	A man-overboard rescue technique in which you instantly stop the boat as close to the victim as possible.
Daymarks	Warning markers displayed on poles used in lieu of buoys, typically in shallower water.	Ratchet block	A block that turns freely when you pull the line but doesn't turn at all in the other direction.
Dead reckoning	Plotting your position based on the course and distance from a previously known position.	Reaching	Any heading between close-hauled and running.
Death roll	A capsize to windward; generally occurs while sailing downwind.	Reef points	Horizontal line of reinforced holes built into the sail to facilitate reefing.
Deck	The top of the hull.	Reefing	A system of reducing the exposed sail area of a given sail.
Depth sounder	An instrument that measures depth of water below the boat.	Regatta	A series of races scored as a whole.
Deviation	The angular difference between the real magnetic heading and the one indicated by a compass; compass error.	Relative bearing	A bearing measured in degrees relative to a boat's heading

Dew point	The temperature at which the air becomes saturated with water vapor.	Rig	(1) The mast and standing rigging. (2) A term for preparing the boat (or sail or fitting) for use.
Dinghy	(1) A sailboat with a centerboard (or daggerboard or leeboard); (2) a small rowboat.	Righting moment	Leverage provided by crew weight or ballast that inhibits heeling.
Dividers	An adjustable metal tool with two sharp points used in navigation.	Roller furling system	System of sail storage and reefing where the sail wraps up on a narrow spool; most commonly used for headsails.
Downwind	(1) A run, but can mean any point of sail when the wind is aft of the beam (broad reach). (2) The direction that the winds is blowing toward.	Rope clutch	see jammer
Draft	(1) The distance from the water's surface to the deepest point on the boat. (2) The amount and position of fullness in a sail.	Rudder	The underwater fin that steers a boat; controlled by a tiller or wheel on deck.
Ease	To let out (a rope or sail).	Running	The course you're steering when the wind is behind you.
Ebb	A tidal current flowing out to sea.	Running lights	A boat's navigation lights. Port is red. Starboard is green.
Fender	Rubber cushion placed between a boat and a dock to protect the hull.	Running rigging	The ropes and pulleys used to raise, lower, and adjust the sails.
Fetch	(1) The distance of open water that waves have to grow. (2) To sail a course that will clear a buoy without tacking; to lay.	Sail	Fabric that catches the wind and enables you to sail the boat.
Flood	Tidal current coming inbound from the sea; a rising tide.	Shackle	A metal fitting often used to attach a sail to a rope.
Foils	The keel (or centerboard), rider, and the sails.	Sheave	The moving 'wheel' part of a block or pulley.
Foot	(1) The bottom edge of a sail. (2) To sail slightly lower than close-hauled in order to go faster.	Sheet	The primary line that adjusts the sail's trim. Usually referred to with the sail it adjusts, as in, 'Pull in the mainsheet'.
Forestay	The support wire that runs from the mast down to the bow.	Shoal	A shallow area.
Freeboard	The distance between the deck of the boat and the water; the height of the topsides.	Shock cord	Elastic rope; also called <i>bungee cord</i> .
Furl	To roll or fold a sail and secure it.	Shrouds	The support wires that run from the mast down to the edge of the deck on the left and right sides of the mast.
Gaff	The shorter boom at the top of a four-sided mainsail.	Slip	A dockside parking space for a boat.
Galley	A boat's kitchen.	Snap shackle	Fast-opening fitting that attaches the corner of a spinnaker to a control rope.
Genoa	A large jib that overlaps the mast.	Spinnaker	A big, colorful, parachute-like specialty sail used when sailing downwind.
Gooseneck	The fitting that attaches the boom to the mast.	Spring lines	Additional dock lines that are tied from the middle of the boat at opposing angles to the dock lines to prevent the boat from surging forward or backward.

GPS (Global Positioning System)	A navigation system that uses satellites to plot location.	Standing rigging	All the wires that support the mast, including forestay, shrouds, and backstay.
Grommet	A small plastic or metal ring pressed or sewn into a sail, creating a hole.	Starboard	Right
Guy	The spinnaker sheet (control rope) on the windward side that attaches through a fitting on the spinnaker pole to the tack. Also called the afterguy.	Starboard tack	Sailing with the wind coming over the boat's right side.
Halyard	The rope running up the mast, used to pull the sails up.	Stern	The back end of the boat.
Hanks	Snap or clips at intervals along the luff of a jib, used to attach it to the forestay.	Swamp	To fill up with water.
Head	(1) The top corner of any sail. (2) The bathroom/toilet aboard a boat.	Tack	(1) The front, bottom corner of a sail. (2) The boat's heading in relation to the wind (<i>that is, on starboard or port tack</i>). (3) To change, tacks by turning toward the wind, entering the no-sail zone from one side and exiting on the other.
Head up	To the boat toward the wind (to windward)	Telltails	Strands of yarn or cassette tape that are attached to the sail or standing rigging to help judge the wind angle and whether the sails are trimmed properly.
Header	A wind shift that causes the boat to turn away from the old wind direction.	Tiller	The lever arm that controls the position of the rudder.
Headsail	Any sail that sets up forward, in front of the mainsail.	Tiller extension	A device attached to the end of the tiller that enables a person to sit farther outboard while steering.
Headstay	see forestay.	Topping lift	Halyardlike control rope running from the mast; used to lift the outboard tip of the spinnaker pole.
Heavy air	Strong winds.	Topsides	The outer sides of the hull.
Heel	When the boat leans or tips to one side.	Transom	The outer side of the stern.
Helm	(1) The wheel or tiller - the steering device. (2) A technical word for the balance of forces on the rudder. (3) The position of the helmsman on the boat.	Trapeze	A system for adding righting moment by standing on the side of a boat wearing a harness with a hook, which is attached to a wire running down from the mast.
Helmsman	The driver of skipper of the boat.	Traveler	A sail-control system that can move the mainsheet attachment point on the boat from side to side.
Hike	To lean over the side, usually to counteract the heeling forces.	Trim	(1) To pull in a rope or a sail. (2) The set of the sails. (3) The bow-up or bow-down position of the boat when not moving.
Hiking stick	see tiller extension.	Trough	The low part of a wave.
Hoist	To pull up the sails.	True wind	The actual wind (as opposed to the <i>apparent wind</i>) that would be measured by a boat at anchor (that is, not moving).
Horn cleat	A common cleat shaped like a T; also called a t-cleat.	Turtle	A capsize position where the mast is sticking straight down.
Hull	The body of the boat.	Variation	The angular difference between true and magnetic north.

In irons	When a boat has stopped moving and is stuck pointing directly into the wind.	Waypoint	The latitude/longitude coordinates of any point you desire.
Jack lines	Ropes, webbing, or cables that run along the deck on either side of the cabin the length of the boat, specifically for use with safety harnesses.	Whitecap	Foamy crest on the top of waves.
Jammer	A mechanical fitting with a lever arm that cleats a rope.	Winch	A revolving geared drum turned by a handle that provides mechanical advantage and increases the sailor's ability to pull on a rope under load.
Jib	The most common headsail.	Windward	Toward the wind; the side the wind blows upon.
Jibe	To change tacks by turning away from the wind.	Wing the jib	When sailing on a run, to trim the jib on the opposite side as the mainsail.
Jury-rigging	Temporarily fixing broken equipment.		
Kedge	To use an anchor to get a grounded boat back to deep water.		
Keel	A fixed, ballasted center fin that keeps the boat from side slipping and provides stability to prevent capsizing or tipping over.		
Keelboat	A sailboat with a keel.		
REFERENCES - TEACHER:			
George, M.B. <u>Basic Sailing Skills</u> . William, Morrow and Company, June, 1984.			
REFERENCES - STUDENT:			

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I		Sequence Reference: PE1111PED-A3			
Module Title: Aquatics Activities (Water Safety and Survival)		Senior School Level			
Number of Periods: 5 double periods		S1	S2	S3	S4
☒		☐	☐	☐	☐
Subgoal Emphasis: • 1.1, 1.2, 1.3, 1.6 Physical Fitness • 2.1, 2.2, 2.3 Movement • 3.3, 3.4, 3.5, 3.6 Positive Attitudes and Behaviours		Content Focus • Water Safety			
Curriculum Objectives:		Content Detail:			
At the end of this module, students will: • know safety procedures for beach, docks and pools • tread water • use clothing articles as flotation devices • use familiar items as lifesaving tools • reason and talk a victim to safe water • know basic first aid for minor water and beach injuries		• personal water safety • 5 min. survival floating • emergency procedures			
Module Evaluation:					
• Performance Assessments: - demonstrate rescue with different items - demonstrate talking victim to safety - observation and checklist - timed test • Product Assessments: • Written Assessments:					
Prerequisite Skill Areas (if any):			Special Resources (materials, equipment & community involvement):		
• pass swim proficiency test • swim 100m in 3 min. (freestyle) • swim on back and side stroke for 100m in 4 min. • Level 8 in Swim America/Bermuda Programme			• pool, beach, dock • shirt, towel, coat, branch or pole • line, ringbuoy, tire, inner tube or buoyant object		

GLOSSARY:

- refer to text

REFERENCES - TEACHER:**REFERENCES - STUDENT:**

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-B1

Module Title: Individual and Dual Sports
(Badminton)

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.3, 1.5 Physical Fitness
- 2.4, 2.5 Movement
- 3.1, 3.2, 3.3, 3.4 Positive Attitudes and Behaviours

Content Focus

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- know basic badminton terminology
- identify and understand the rules for singles and doubles play
- execute the fundamental skills of serving, volleying and smashing
- demonstrate proper footwork, positioning and strategic maneuvering in singles and doubles

Content Detail:

- nature of game:
 - grips
 - eastern
 - continental
- strokes:
 - deep singles serve
 - overhead clear
 - overhead smash (forehand and backhand)
 - drops (overhead and underhand)
 - short doubles serve
 - round the head stroke
- rules - single/doubles

Module Evaluation:

- **Performance Assessments:**
 - skills tests
 - peer evaluation on technique(s)
- **Product Assessments:**
- **Written Assessments:**
 - written tests on terminology and rules for singles and doubles

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- racquets
- shuttlecocks
- VCR/video camera

GLOSSARY:

Ace	One point.	High clear	A rapidly ascending flight, the bird being directed high overhead and falling in the back court.
Backcourt	Area between the two back boundary lines and boundary lines and immediately in front of them.	Inning	A side's turn at serving.
Cross-court net flight	A flight in which the bird is directed along and close to the net-tape, falling in or near the alley.	Kill return (or shot)	The shot or placement that makes a return impossible under the circumstances.
Down	A player's turn in service.	Let	Permitting the serve to be taken over, occasioned by the bird being served so that it hits the net top but falls within the proper service court.
Drive	A fast flight, parallel or nearly so to the floor.	Long/high serve	Refers to the flight of a serve that is long, high, and directed to the back court; used more in singles than in doubles.
Driven clear	A flight directed over the opponent's head and out of immediate reach, toward the back court, but with less height than the high clear.	Smash	A rapidly descending flight, very fast and at a sharp angle to the floor.
Drop	A rapidly descending flight, directed close to the net: may be underhand or overhead drop.	Throw	An indistinct hit or sliding contact between the racket and the bird, usually the result of catching the feathers in the strings or of drawing the racket away from the bird as it is stroked; constitutes a fault.
Game bird	The service, which, if resulting in or followed by a point for the server, wins the game.	Wood shot	Hitting the bird with the wooden part of the racket.
Hairpin net flight	A short flight made from close to the net; ideally, when the bird crosses close to the net-tape and falls close to the other side of the net.		

REFERENCES - TEACHER:

Dougherty, Neil Ed. Physical Activity and Sport for the Secondary School Student. Reston, VA: AAPHERD, 1993.

REFERENCES - STUDENT:

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-B2

Module Title: Individual and Dual Sports (Golf)

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.4, 1.5 Physical Fitness
- 2.4, 2.5 Movement
- 3.2, 3.3 Positive Attitudes and Behaviours

Content Focus

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- identify and carry out courtesies associated with golf
- identify and know the basic rules of the game
- demonstrate the following skills:
 - grips
 - stance
 - swing
 - pitch
 - putt
- know club selection for various distances

Content Detail:

- nature/purpose of game
- rules of golf
- golf etiquette
- skills/techniques:
 - grips (overlap, underlocking and ten fingers)
 - swing (woods and irons)
 - types of shots (pitch, putt, etc.)

Module Evaluation:

- **Performance Assessments:**
 - skills tests
 - evaluation on application of rules, techniques and etiquette
- **Product Assessments:**
 - project
 - rules, history and etiquette
- **Written Assessments:**
 - written test on application of strategies

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- golf clubs
- practice balls (plastic)
- score cards
- video/VCR
- government golf courses

GLOSSARY:

Ace	A hole in one.	Honour	The side, which is entitled to play first from the teeing ground, is said to have the honour. This is usually determined by a coin flip on the first tee. Once play begins, the player having the lowest score on the previous hole is said to have the honour thereafter.
Address	The position taken by a player preparing to start a stroke.	Hook	A ball in flight that curves from right to left (for a right-handed golfer).
Apron	The area immediately surrounding the green.	Lie	The position of the ball on the playing ground. Also refers to the angle of the clubhead.
Banana ball	A slice.	Loose impediments	Natural objects not fixed or growing and not adhering to the ball, and including stones not solidly embedded, leaves, twigs, branches, and the like, dung worms, and insects, and casts or heaps made by them.
Best ball tournament	Competition in which the better score of a partnership on each hole is used as the team score.	Match play	Competition in which the winner is decided by the number of holes won.
Birdie	The score of one under par on a hole.	Mulligan or Shapiro	Permitting a second hit of a badly played ball-usually on a tee shot. (Not permitted under the rules but by mutual agreement in friendly matches).
Bogey	A score of one over par on a hole (United States rules). In countries playing the British rules, a bogey is the score an average golfer should make on a hole; on easier holes, par and bogey might be the same score.	Obstruction	An artificial object erected, placed or left on a course and not an integral part of the course.
Casual water	Temporary accumulation of water, which is not recognized as a hazard on the course.	Par	The standard score for a hole.
Course rating	The comparative difficulty of a specific course. Usually computed	Pull-shot	To hit a ball straight, but to the left of the target (for a right-handed golfer).
Divot	Sod cut with the clubhead when executing or attempting to execute a shot.	Push-shot	To hit a ball straight, but to the right of the target (for a right-handed golfer).
Dogleg	A hole, which has a sharp bend in the fairway.	Rough	The unmoved terrain on either side of the fairway.
Driver	Number 1 wood.	Scotch foursome	A competitive round in which two partners play the same ball, taking alternative shots.
Eagle	A score for a hole played in two strokes under par.	Slice	A ball in flight that curves from left to right (for a right-handed person).
Fairway	The course between the teeing ground and the putting green, exclusive of hazards.	Stroke play (medal play)	Competition in which the winner is decided by the total number of strokes taken from a specific number of rounds, not by individual holes won, as in match play.
Flag	Banner on top of the flagstick identifying the cup.	Summer rules	Playing the ball as it lies from tee through green.

Fore	A warning cry to anyone of a stroke about to be played or one that has been played.	Teeing ground	The starting place for the hole to be played.
Go to school	Learning the roll of a green by watching a previous putt over the same over.	Trap	A hazard, technically known as a bunker.
Ground under repair	Any portion of the course so marked that includes material piled of removal or a hole made by a greenskeeper.	Waggle	Body or club action prior to starting the swing.
Hazard	Any bunker, water hazard, or lateral water hazard.	Wedge	A heavy iron club that is used to loft the ball high into the air. It is also used for special situations, such as getting out of heavy grass or sand.
Hole	Small cup sunk into the green, into which the golf ball is hit. The hole is 4 ¼ inches in diameter and at least 4 inches deep.	Winter rules	The privilege of improving the lie of the ball on the fairway of the hole being played.

REFERENCES - TEACHER:

Magazines: *Golf Digest*, *Golf Magazine*

Nicklaus, Jack, My 55 Ways to Improve Your Golf Score. New York City, NY: Simon and Schuster Inc., 1994.

Seaton, Don, et al. Physical Education Handbook. Englewood Cliffs NJ: Prentice-Hall, Inc., 1983.

Aultman, Dick. Square to Square Golf Swing. New York City, NY: Harper and Row Publishers, 1992.

REFERENCES - STUDENT:

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-B3

Module Title: Individual and Dual Sports
(Gymnastics)

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.2, 1.4, 1.5 Physical Fitness
- 2.1, 2.2, 2.4 Movement
- 3.1, 3.3, 3.4 Positive Attitudes and Behaviours

Content Focus

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- demonstrate proper warm-up exercises
- demonstrate knowledge of safety (spotting etc.)
- develop self confidence through achievement
- demonstrate five tumbling stunts on the mat
- demonstrate three tumbling stunts in a floor exercise routine

Content Detail:

- warm up exercise
- spotting
- tumbling/floor exercise
- parallel bars
- horizontal bar
- vaulting
- rings
- balance beam

Module Evaluation:

- **Performance Assessments:**
 - teacher/ peer observation
 - evaluation on skills
 - observation of spotting techniques
 - skills tests
- **Product Assessments:**
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- M3 gymnastics

Special Resources

(materials, equipment & community involvement):

- outside coaches (B.G.A)
- demonstrations
- videos/VCR
- tumbling mat
- balance beam
- vault
- horse
- rings
- uneven bars
- parallel bars

GLOSSARY:

Aerial Rotation around the horizontal axis that takes place in mid air. There is a brief moment when the body weight is supported by neither the arms nor legs.

Alignment Body parts are stretched upward from the toes so that the axis

Amplitude Largeness, greatness of extent.

Balance The ability to sustain a stationary or moving position over time.

Bridge A position in which the back is arched in order to support the weight of the body equally on hands and feet.

Cast The motion of pushing and lifting the body up and away from the bar with the weight support on the arms.

Dislocate A backward turn to a stand with arms rotated outwardly while moving from a hang stand rearways to a regular stand.

Dismount A formal stunt or movement that allows the gymnast to terminate the routine.

Extension The act of stretching to the fullest degree.

Flank To pass the side of the body over part of an apparatus usually with the legs extended and together.

Flexion The act of bending to increase the angle at the joint.

Flexibility The range of motion at a joint/or sequence of joints.

Flow To proceed continuously and smoothly.

Form The degree of precision with which gymnast moves are executed.

Force A directed power of movement.

Dance in Gymnastics

Arabesque A support on one leg with the other leg extended to the back at a right angle to the body and the support leg. The shoulders must be square to the direction being faced and the upper body is lowered as the working leg is raised.

Assemble A sliding motion of the working foot along the floor followed by a sweeping motion into the air.

Attitude The support on one leg, the other leg is bent at the knee to back or front at a right angle.

Backward Scale A back arch is performed with the free leg as high to the front as possible. Extended limbs remain straight. Balance is necessary throughout the movement.

Battement tendu With the feet in either first or fifth position, the working foot slides along the floor (to front, side, or back) toes first, until the leg is stretched and the knee is straight.

Body arch From a sitting position, with one leg straight, one leg bent, and one hand supporting the body, the hips and chest are pushed upward. The head is dropped to the rear, and the working arm is extended upward, backward, or to the side.

Body wave From a semi-squat position, the knees, hips, abdomen, and chest are pushed forward and upward in a fluid, wave-like action.

Cabriole A hop in which one leg is extended horizontally and the feet are stuck quickly together.

Chaines A series of quick turns executed on the balls of the feet that are linked together.

Changement From fifth position a spring into the air with the front foot brought back so that landing is in fifth position with the opposite foot in front.

Chasse Similar to a gallop, one foot always leads and the other chases. A series is generally performed and direction varies from the front, side, or back.

Fan kick The working leg kicks to the front of the opposite foot and continues to swing up and outward from the body.

Fouette A whipping action of the raised foot past the support foot from one direction to the other.

Grand battement A large kick executed to the front, side or back with the torso remaining erect and hips squared in the direction faced.

Hitch kick The working leg is kicked as high as possible immediately pushing off the support foot and thrusting that leg upward as well, so that it passes the working leg in its descent.

Inlocate	A jump with a forward turn requiring an inward rotation of the arms and finishing in an inverted pike position.	Illusion turn	A turn on one leg, with the body bent forward (nose to knee) and the working leg raised to a split position. The upper body is then raised with the free leg remaining high in front.
Lay out	A position in which the body is open and extended with arms above the head.	Jete	A stride or split leap from one leg to the other with the torso erect, legs turned out, shoulders relaxed and arms controlled.
Leap	A movement which leaves the floor from one foot and lands on the other.	Kick-ball-change	Performed either in place or as a small travelling step, the right foot is kicked forward in a quick flicking motion. The ball of the right foot is then brought down to the back with a momentary weight shift onto it before moving fully onto the left foot.
Lunge	A balance on both feet, the front leg bent and the other leg stretched behind with the foot on the floor	Knee pop	A movement in which the knees are quickly bent and pushed forward with a strong accent.
Muscular endurance	The ability to repeat muscle movement over a period of time.	Knee spin	On one knee and alternating to the other, a spin is performed with an erect torso and steady arms.
Pike	A position in which the knees are bent to chest, the hips are flexed and the torso is close to the legs.		
Squat	A position in which the knees are bent to chest, the hips are flexed and the torso is curved toward the upper thigh.		
Stag	A position in which the legs are split front-back with the front knee bent.		
Straddle	A position in which the legs are apart and the torso remains erect.		
Strength	The amount of force muscles can exert.		
Style	A characteristic manner, which makes the manner of performance unique.		
Support	The upper thigh resting in the beam or bar with the arm straight, shoulders extended and head up.		
Technique	The proper execution of skills.		
Tuck	A position in which the knees are bent and drawn up to the chest.		

REFERENCES - TEACHER:

Seaton, Don, et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

Wiley, Jack, Individual Tumbling, Balancing and Acrobatics. U.S.: Solipar Publishing Co., 1991.

Keeney, Charles, Fundamental Tumbling Skills Illustrated - with floor exercise. NY: Ronald Press Company.

REFERENCES - STUDENT:

- refer to text

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-B4

Module Title: Individual and Dual Sports
(Tennis)

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.3, 1.6, 1.8 Physical fitness
- 2.1, 2.2, 2.3, 2.4, 2.5 Movement
- 3.2, 3.4, 3.5 Positive Attitudes and Behaviours

Content Focus

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- know brief history and etiquette of the game
- identify and apply rules and correct scoring system
- demonstrate the fundamental skills of serving ground strokes, volley and smashing
- describe the basic terminology
- analyze good skill technique

Content Detail:

- nature of game
- ready position
- grips:
 - eastern
 - continental
- basic strokes:
 - forehand
 - backhand
 - serve
 - return
- footwork
- strategy and basic tactics
- fitness related to tennis

Module Evaluation:

- **Performance Assessments:**
 - USTA skills test (five levels of skills evaluated)
 - peer observation and feedback
- **Product Assessments:**
 - reflection journal
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- racquets
- balls
- court area with net
- video/VCR
- USTA skill test levels
- BLTA

GLOSSARY:

Ace	A ball served and untouched by opponent's racquet.	Let serve	A serve, which touches the net tape and falls into the proper square and is played over.
Ad	An abbreviated form of the word 'advantage'	Linesman	A match official who calls 'in' or 'out'.
Alley	The 4 ½ foot strip on either side of the singles court, used to enlarge the court for doubles.	Lob	A ball hit sufficiently high to pass over the outstretched arm position of the net player.
Approach shot	A shot hit inside the baseline while approaching the net.	Lob volley	A shot hit high into the air from a volleying position.
Backcourt	The area between the service line and the baseline.	Love	A player with zero points or games to his credit.
Backhand	Strokes hit on the left side of a righthanded player.	Match	To win the contest between two or four opponents.
Backspin	Spin acquired on a ball dropping from a vertical position, which forces the ball to bounce back toward the hitter.	Match point	If players who hold the match point win the next point, they are the winners.
Backswing	The beginning to all ground strokes and the service motion requiring a backswing to gather energy for the forward swing.	Midcourt	The area in front of or in back of the service line of the playing court.
Baseline	The end line of a tennis court, located 39 feet from the net.	Net ball	A ball, which hits the net and falls back on the same side as the hitter.
Break	Relates to the act of winning a game in which the opponent serves.	Net man	The player who has gained position at the net and is prepared to volley.
Center mark	Short mark that bisects the baseline.	No man's land	A general area within the baseline and proper net position area where, when the players are caught, they must volley or hit ground strokes near their feet.
Center service line	The line perpendicular to the net, which divides the two service courts.	Offensive lob	A ball hit just above the racket reach of an opposing net player.
Center strap	A strap placed at the center of the net and anchored to the court to facilitate a constant three-foot height for the net at the center.	Open face racket	A racquet whose face is moving under the ball, parallel to the court surface.
Center stripe	Same as the center service line which divides the two service courts in halves.	Overhead	A shot hit from a position higher than the player's head.
Chip	Refers to the short chopping motion of the racquet against the back and the bottom side of the ball.	Overhead smash	A shot hit from a position higher than the player's head and hit extremely hard.
Chop	Used in the same manner as 'chip' by many; refers to the placement of backspin on the ball with a short high to low forward swing.	Overhitting	A player who tends to put too much force into each shot.
Cross-court	A shot hit diagonally from one corner of the court over the net into the opposite corner of the court.	Pace	The speed of the ball.
Cut off the angle	To move forward quickly against an opponent's cross-court shot, allowing the player to hit the ball near the center of the court rather than near the sidelines.	Passing shot	A shot, which passes beyond the reach of the net player and lands inbound.
Deep (depth)	A shot that bounces near the baseline on groundstrokes and near the service line on serve.	Placement	A shot, which hits inbound and remains, untouched by the opponent.
Default	Players who fail to play their scheduled matches in a tournament and thus forfeit their positions.	Poach	To cross over into your partner's territory.

Deuce	Scoring term used when the game score is 40-40.	Racquet face	The hitting surface of the racquet.
Dink	A ball normally hit very softly and relatively high to ensure its safe landing.	Racquet head	Top portion of the racquet firm which houses the strings.
Double fault	A term, which denotes that the server has served two, serves out of bounds on the same point.	Rally	The act of hitting balls back and forth across the net; includes all shots other than the serve.
Doubles line	The outside sideline in a court; used in doubles only.	Receiver	Normally refers to a fine defensive shot in response to an opponent's well-placed offensive shot.
Down-the-line	A shot hit near a sideline, which travels close to, and parallel to the same line from which the shot was initially hit.	Server	The player initiating play.
Drive	An offensive shot hit with extra force.	Service line	The end line of the service courts running parallel to the net.
Drop shot	A ground stroke hit in such a manner as to drop just over the net with little or no forward bounce.	Set	The first player to win six games with a minimum to game lead has won a set.
Drop volley	A volley hit in such a manner as to drop just over the net with little or no forward bounce.	Set point	The point, which, if won, will give the player the set.
Error	A mistake made by a player during competition.	Sidespin	A hit ball rotating on a horizontal plane.
Face of racquet	The hitting surface of the racquet.	Signals in doubles	Signaling your partner that you are going to poach at the net.
Fault	A serve, which lands out of bounds or is not hit properly.	Singles line	The first sideline closer to the center mark and running the entire length of the court.
Falt shot	A ball hit in such a manner as not to rotate when travelling through the air.	Slice	Motion of the racket head going around the side of the ball and producing a horizontal spin on the ball.
Foot fault	Illegal foot movement before service	Tape	The band of cloth or plastic running across the top of the net.
Forecourt	The area between the net and the service line.	Telegraphing the play	To indicate the direction of one's intended target before actually hitting the ball.
Forehand	The stroke hit on the right side of the righthanded player.	Topspin	The clockwise rotation of the ball at a 90 angle.
Frame	The rim of the racquet head plus the handle of the racquet.	Touch	The ability to make delicate soft shots from several positions on the court.
Game	A victory when players have won four points before their opponents and hold a minimum two point lead.	Twist	A special rotation imparted to the ball during the serve causing the ball to jump to the left (of a righthanded server).
Grip of racquet	That portion of the racquet, which is grasped in the player's hand.	Umpire	The official used in tournament play to call lines.
Ground stroke	Any ball hit after it has bounced.	Underspin	A counterclockwise spin placed on the ball by catching the backside and the bottom side of the ball with the racquet head.
Half-volley	A ball hit only inches away from the court's surface after the ball has bounced.	Volley	To hit the ball in the air before it has bounced on the court.
Hold serve	To win your own serve; if you lose your own serve has been 'broken'.		

Let ball Any point, which is played over because of some kind of interference.

REFERENCES - TEACHER:

American Association for Health, Physical Education and Recreation. Group Instruction Manual for Tennis. Reston, VA: AAHPERD, 1991.

Brown, Jim, Tennis Steps to Success. Human Kinetics, 1995.

Murphy and Murphy, Tennis For the Player, Teacher and Coach. W. Saunders Co. 1975.

Internet-Tennis Server

REFERENCES - STUDENT:

Internet -Tennis Server

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-B5

Module Title: Individual and Dual Sports
(Track and Field)

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Physical Fitness
- 2.1, 2.4, 2.5 Movement
- 3.1, 3.3, 3.4 Positive Attitudes
and Behaviours

Content Focus

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- execute correct and acceptable techniques for running, jumping and throwing events
- know rules of the various disciplines
- describe rules for measuring and recording field events
- appreciate individual differences among peers
- set personal goals to achieve performance levels
- enhance fitness and safety by conditioning for physical activity
- enjoy participation in track and field events

Content Detail:

- origin and development
- sprint start
- sprint finish
- middle distance (interval training)
- relay changeover
- high jump
- long jump
- triple jump
- shot
- discuss
- javelin

Module Evaluation:

- **Performance Assessments:**
 - teacher/peer observation and feedback on various skills
- **Product Assessments:**
 - portfolio
 - personal log on various disciplines from start to finish
 - record performances (start to finish)
 - reflections
- **Written Assessments:**
 - written quizzes/tests on rules and techniques

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- variety of award schemes
- performance tables
- tape measurers
- shot, discuss and javelin
- batons
- high jump bed and standards
- track
- pit

GLOSSARY:

Anchor	Final, or fourth, runner in a relay.	Mark	The spot where a particular throwing implement or horizontal jumper lands.
Barrier	A hurdle.	Pace	The rate of speed at which the runner selects to run.
Baton	A hollow cylinder made of wood, metal, plastic, or cardboard which is passed from one runner to the next in a relay.	Preliminaries	A series of heats in running events and trials in field events, which eliminates less expert participants.
Blind pass	A relay baton exchange accomplished without the receiver looking back at the passer.	Qualify	Winning the right to compete in the finals.
Break	Making a movement from a set position before the gun sounds (false start).	Relay leg	The distance that one runner travels in a relay race.
Checkpoint	A visual mark used by a competitor to ensure accuracy in stride.	Runway	The approach to the scratch line or take-off board in field events.
Dash	A short distance race run at top speed the entire distance.	Scratch line	A line over which jumpers or throwers may not step during a trial.
Dead heat	A tied finish between two or more runners.	Starting blocks	Devices in which the feet are placed to aid the runner in starting.
Exchange zone	An area 20 metres long in which the baton must be passed in a relay race.	Stride	A step in running.
Flight	One lane of hurdles or round of trials for a given number of field event contestants.	Take-off board	A board firm, which the horizontal jumper takes off.
Foul	A throw or jump counted as a trial but not measured because of some violation of the field event rule.	Throwing sector	The specific area in which one of the throwing implements must land.
Heat	A preliminary race in which the winner qualifies for the semifinals or finals.	Toeboard	Curved piece of wood used as a foul line for the shot putt.
Lane	A path marked on the track in which a runner must stay during the race or for a portion of the race.	Trail leg	Take-off leg or rear leg in hurdling.
Lap	One complete circle of the track.	Trial	An attempt in a field event.
Leadoff runner	The first runner on a relay team.		

REFERENCES - TEACHER:

Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice-Hall Inc., 1983.

Amateur Athletic Union. Official Track and Field Handbook. New York, NY: AAU (current edition).

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

REFERENCES - STUDENT:

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I		Sequence Reference: PE1111PED-C1	
Module Title: Team Sports (Basketball)		Senior School Level	
Number of Periods: 5 double periods		S1 ☒	S2 ☐
Subgoal Emphasis:		S3 ☐	S4 ☐
• 2.2, 2.3, 2.4, 2.5 Movement • 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Attitudes		Content Focus • Team Sports	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: • demonstrate refinement of game skills and tactics • know various offensive and defensive sets • practice safety procedures • know the rules of the game • know terminology of the game • enhance fitness and safety by conditioning for physical activity • enjoy playing basketball		• skill development • tactics • strategy and rules • sportsmanship and etiquette	
Module Evaluation:			
• Performance Assessments: - teacher observation - self evaluation of game tactics • Product Assessments: - sportfolio • Written Assessments: - written quiz on safety and rules			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
• N/A		• basketball court • basketballs • time clocks • pinnies • journals • video camera/cassette tapes • VCR • classroom • community resource person(s) • floor cones	

GLOSSARY:

Bounce Pass	A two-handed or one-handed throw to another player which rebounds off the floor about two-thirds of the distance away from the passer.	Give and go	A maneuver in which the offensive player makes a short pass to a teammate and then cuts toward the basket for a return pass.
Boxing out (blocking out)	A defensive player's position under the backboard, which prevents an offensive player from achieving good rebounding position.	Jump ball	A method of putting the ball into play by tossing it up between two opponents in one of the three circles.
Charging	Personal contact against the body of an opponent by a player with the ball	Outlet pass	A direct pass from a rebounder to a teammate with the main objective being the start of a fast break.
Cut	Quick offensive move by a player trying to get free for a pass.	Pivot	The act of turning by lifting one foot off the floor and turning on the ball of the other foot to face a different direction.
Drive	An aggressive move toward the basket by a player with the ball.	Rebounding	To jump up and catch the ball after it missed its mark and bounced off the rim or the backboard.
Fake	Using a deceptive move with the ball to pull the defensive player out of position.	Take-off foot	The foot opposite the shooting hand on a lay-up that is used for pushing off the floor.
Field goal	A basket scored from the field; worth two points.	Traveling	When a player in possession of the ball within bounds progresses illegally in any direction.
Foul	An infraction of the rules, which is charged to a player who is penalized.	Violation	An infraction of the rules resulting in a throw-in-from out of bounds for the opponents.
Free throw	The privilege given a player to score one or two points by unhindered throws for a goal from behind the free throw line (foul line).		

REFERENCES - TEACHER:

American Alliance for Health, Physical Education Recreation and Dance. Basketball for Boys and Girls: Skills Test Manual. Reston, VA: AAHPERD Publications, 1984.

Physical Education and Sport for the Secondary School Student. Reston, VA: AAHPERD Publications, 1983.

Seaton, Don C., et al. Physical Education Handbook. 7th Ed. Englewood Cliffs, NJ: Prentice-Hall Inc., 1983.

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

REFERENCES - STUDENT:

Dougherty, Neil, Ed. Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-C2

Module Title: Team Sports (Netball)

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.5, 1.6, 1.7, 1.8 Physical Fitness
- 2.1, 2.2, 2.3, 2.4, 2.5 Movement
- 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Positive Attitudes and Behaviours

Content Focus

- Team Sports

Curriculum Objectives:

At the end of this module, students will:

- demonstrate a skilled intermediate level of play in practice or game situations
- demonstrate speed, accuracy and balance when performing skills
- know game rules and penalties
- demonstrate offensive and defensive play

Content Detail:

- speed and accuracy during passing patterns
- speed and balance with foot work pattern
- jumping to shoot/pass the ball
- shooting
- rebounding
- accurate center pass
- turns in air to receive and pass ball
- throw ins
- safety accident prevention

Module Evaluation:

- **Performance Assessments:**
 - written rules test
 - skill test on rules
 - observation of playing skills on court
- **Product Assessments:**
 - sportsfolio
- **Written Assessments:**
 - written test on rules

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- netball bibs
- netballs
- netball court
- cones

GLOSSARY:

AENA	All England Netball Association. The governing body of netball in England.	Free pass	A pass awarded to the non-offending team for any infringement of a rule except obstruction and contact. Any player who can enter the area where the pass is awarded can take the pass.
Airborne throw	A throw, which is caught with the feet off the ground and released before the feet are regrounded.	Goal-circle	The semi-circle marking the shooting area at each end of the court.
Attacking team	The team with possessions of the ball.	Governing body	The organization responsible for the administration of the game throughout a country.
Attacking back-line throw-in	A throw-in from behind the back-line of the court taken by the team attacking that goal.	Holiday position	The balanced position achieved by the player in possession of the ball as she makes decisions as to where and how she will pass the ball.
Back-line	The boundary lines at each end of the court.	IFNA	International Federation of Netball Association, the controlling body for international competition.
Back-line throw-in	A throw-in taken from behind the back-line of the court.	Inter-county tournament	The tournament run annually to decide who will become county champions for that year.
Banding	A simple means by dividing the court area into strips across the court.	Interval runs	Training runs of various length including rest periods.
Bending	Moving by taking a curving pathway.	Lactic acid	A waste product of exercise, which can build up in, a muscle causing pain and cramp.
Cardiovascular	Concerning the heart and the blood vessels.	Line awareness	An ability to be aware of how close you are landing to a line in order to stay in court or onside.
Centre circle	The small circle in the centre of the court, which marks the area from which play starts and restarts after a goal has been scored. The centre must stand with both feet within this circle before the umpire can start play.	Lunging	Making a long stride with one leg while keeping the other leg still.
Centre court	The middle third of the court.	Man-to-man	A defending method where each player marks her own opponent.
Centre pass	The first pass taken to restart the game after a goal is scored.	Marking	Staying close to an opponent in order to prevent her from receiving a pass.
Circuits	A method of exercising where the players move from one exercise to another to complete a circle of activities.	Penalty pass	An award made to the non-offending team for any infringement of the obstruction of contact rule. The offending player must stand by the side of the player taking the pass and must not move until after the ball has been released.
Clearing	A move made by a player to release space for another player to move into.	Penalty shot	As above but if the infringement takes place within the shooting circle a shooter may either shoot or pass.
Court linkage	A simple system of passing the ball down the court making the best use of space and players.	Pivoting	Footwork when the grounded foot is turned without losing contact with the ground in order that a player may turn to face another direction.
Cues	Signs between players which help to make decisions as to when and where to pass and when and where to move.	Rebounding	Jumping to retrieve the ball after a missed shot at goal.

Dead-ball situations	Times in the game when play has been stopped for some reason and is beginning again from a static situation such as a throw-in, a centre pass, a free pass.	Repositioning	Moving to take up another position after having released the ball.
Defending	First stage – preventing the opponent from receiving a pass by intercepting. Second stage – defending a player in possession of the ball by covering the intended flight of the ball with the hands or attempting to intercept from a distance of not less than 0.9m (3ft.) in front of the thrower. Third stage – defending a player without the ball by facing and preventing her from moving in the direction that she wishes.	Reverse handing	Using the hand furthest away from the opponent to reach across turning the hand towards the ball to make a deflection.
Defending team	The team without possession of the ball.	Reverse pivot	Changing direction by pivoting on the nearer foot to an opponent, turning away from her and making a move in a different direction.
Dodging	Any method of getting away from an opponent.	Rolling off	Getting free by bending away from your opponent, quickly turning you back and moving in a different direction.
Double marking	Two opponents defend one player in order to prevent her from receiving the ball.	Shooting circle	The goal circle where the GS and GA can attempt to score goals.
Dummy run	A movement made by a player into a space, which suggests that, she is about to receive a pass. She is, however, only creating space for another member of her team to receive the ball.	Shuttle-runs	Training runs between two points.
Endurance running	Running which is continuous for at least thirty minutes.	Throw-in	Used to return the ball back into play when it has gone out of court.
Fartlek runs	Endurance runs broken up by different activities, for example, hopping, striding, short sprints.	Toss-up	Used to put the ball back into play when the umpire is unable to make a decision. The ball is thrown up between the two players involved. The toss-up must be performed according to the rules.
Feed	An accurate pass into the shooting circle.	Trajectory	The line of flight of the ball as it travels towards its target.
Feint pass	A pretend pass in one direction before releasing in another.	Transverse lines	The two lines across the court dividing it into thirds.
Footwork rule	Limits the movement of the player in possession of the ball.	World Championship	An international event held every four years to decide the netball champions of the world – formerly called the World Tournament.

REFERENCES - TEACHER:

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I		Sequence Reference: PE1111PED-C3									
Module Title: Team Sports (Soccer)		Senior School Level <table border="1"> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☒</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>		S1	S2	S3	S4	☒	☐	☐	☐
S1	S2	S3	S4								
☒	☐	☐	☐								
Number of Periods: 5 double periods											
Subgoal Emphasis: 1.1 - 1.8 Physical Fitness 2.1 - 2.5 Movement 3.1 - 3.6 Positive Attitudes and Behaviours		Content Focus Team Sports									
Curriculum Objectives:		Content Detail:									
At the end of this module, students will: - show variety and consistency in game situations - execute offensive and defensive strategies - demonstrate roles associated with various positions - illustrate set pieces from corners and free kicks - produce a match journal - analyze the rules of the game - enjoy playing soccer		- passing: - accuracy - ball control - dead ball kicks - offensive tactics - running off the ball - ball possession - defense tactics - rules - safety									
Module Evaluation:											
Performance Assessments: - skills tests - teacher observation - quiz strategies, rules and techniques Product Assessments: - match journal - diagramming worksheets - portfolio assessment - journal writing Written Assessments: - diagramming worksheets											
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):									
N/A		- soccer balls (size 3, 4 and 5) one per student - marked field with goal posts - bibs and jerseys - video machine and monitor - referees' flags - classroom - rulebooks									

GLOSSARY:

Bunching	When more than one player from the same team moves into an area occupied by another teammate.	Holding	To restrict an opponent's movement with the arms or hands.
Center circle	A circle with a 10-yard radius at the center of the field.	Indirect free kick	An unobstructed place kick, which must be touched by another player before it, can enter the goal.
Centerline	A line connecting the two sidelines at midfield, dividing the field into two equal parts.	Instep	The inside portion of the foot from the toes to the ankle.
Clear	A defensive play moving the ball away from scoring range.	Interchanging	Offensive players moving out of regular positions to confuse the defense.
Corner kick	A direct free kick taken by the offensive team from within a one-yard and at the corner of the field.	Offside	A player who is nearer the opponent's goal line than the ball at the moment the ball is played except as provided by the rules.
Cross	To kick the ball from one side of the field to the other.	Pass	To kick or head the ball to a teammate.
Direct free kick	An unobstructed place kick, which may go directly into the goal.	Penalty area	A marked area in front of the goal, 44 yards wide and 18 yards deep.
Dribble	The act of running with the ball under control using a series of pushes or taps of the feet.	Penalty kick	A direct free kick taken by the offensive team in response to a foul occurring in the penalty area.
Feed	To pass the ball to a teammate in position for a shot on the goal.	Save	To prevent the ball from entering the goal.
Goal area	A marked area immediately in front of the goal 24 yards wide and 6 yards deep.	Striking	The act of kicking or contacting the ball.
Goal kick	An indirect free kick taken by the defense after the ball has passed over the endline.	Tackle	A maneuver used to cause an opponent to lose possession of the ball without violation.
Goal line (endline)	The boundary line marking the end of the field.	Throw-in	A method of restarting the game after the ball has gone out-of-bounds over the sideline.
Head	To play the ball with the head.	Trap	A method of bringing the ball under a player's control.

REFERENCES - TEACHER:

- Dougherty, Neil, Ed. Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.
- Philip, Joan A. and Wilkerson, Jerry D. Teaching Team Sports - A Co-Educational Approach. Human Kinetics, 1990.
- Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice-Hall Inc., 1983.

REFERENCES - STUDENT:

- Dougherty, Neil, Ed. Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I		Sequence Reference: PE1111PED-C4	
Module Title: Team Sports (Volleyball)		Senior School Level	
Number of Periods: 5 double periods		S1 ☒	S2 ☐
Subgoal Emphasis:		S3 ☐	S4 ☐
2.1, 2.2, 2.3, 2.4, 2.5 Movement 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Attitudes		Content Focus Team Sports	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - apply safety guidelines - define volleyball terminology - know game rules and scoring procedures - devise offensive and defensive game strategies - demonstrate appropriate choice of skill execution in game situations - enhance fitness and safety by conditioning for physical activity - enjoy volleyball		- match tactics: - rotations - blocking - spiking - serving - forearm set - overhead/fingertip set - scoring - safety procedures	
Module Evaluation:			
Performance Assessments: - teacher observation - peer evaluation - skills checklist - self evaluation Product Assessments: Written Assessments: - tests			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
N/A		- volleyball stand and net - volleyball court(s) - volleyballs - knee pads - pinnies - community resource person(s) - audio visual aids - worksheets	

GLOSSARY:

Attack line	The line on the court which is 10feet from the centerline/net; line from which takeoff on or in front of is prohibited for back row attackers if they want to contact the ball above the net level.	Foul	Any violation of the general rules of the game.
Back set	An intermediate setting skill used to direct the ball to a spikier who executes an approach and takeoff behind the setter.	Game	One unit of a volleyball match; when either team has scored 15 points with a margin of at least 2 points.
Baseline	The line which runs parallel to the net 30feet behind the net; line behind the server must contact the floor before contacting the ball.	Jump set	An intermediate setting skill performed while airborne to reach an inaccurate pass or to increase the speed of the offense.
Block	A defensive maneuver against a spike in which one or more front row defensive players attempt to stop the spike from crossing the net.	Jungle ball	A term used to describe the common pushing, lifting, and throwing of the ball by unskilled players (can be allowed in lead-up/recreational play for encouraging fun and involvement but greater fun if the correct basic skills are quickly taught).
Bump	Forearm pass.	Lift/carry	An illegal contact in which the ball visibly comes to rest momentarily on any part of the body non-sharp or overly slow).
Centerline	The court marking directly under the net, which divides the full court into, two equal halves.	Net serve	A foul in which a served ball touches the net in its flight (all other balls contacting the net during a rally remain legally in play).
Chip shot	An off-speed, placement spike, which requires the wrist, snap but not the power of full shot; also known as a roll shot.	Point	Any rally won by the serving team; occurs any time the receiving team commits a foul or is unable to successfully return the serving team's attack.
Dig	The defensive play (pass and recovery) of the opponent's attack.	Rally	Every unit of play between the service and a dead ball, occurring between two teams; will result in either a point, side-out, or replay.
Dump shot	A surprise attack by a setter on the second team contact; can be quite effective when used infrequently when the opponents are expecting the setter to set a spikier.	Rotation	The clockwise movement of players on the court after the opponents have lost the serve (side-out).
Double hit	A foul occurring any time a player makes a single attempt to play the ball but contacts the ball two separate times; always the case in any attempt to play a ball below the forehead with separate hands (palms up, thumbs out); could also occur above the forehead on a setting attempt which does not contact the fingerpads of both hands simultaneously.	Set	An overhead pass in which the ball is softly and quickly placed for a spikier to attack; the second of a team's three contacts with the primary target being the left front spikier.

Floater	A ball served in such a manner that there is little or no spin imparted to it, causing the ball to weave or float unpredictably through the air.	Serve	An underhand or overhand hit used to put the ball into play.
Forearm pass	The passing action in which the ball rebounds off the forearms; the first of a team's three contacts with the target being the setter (could also be used for the second or third team contact when the ball is out of control).	Side-out	Any rally won by the receiving team occurs any time the serving team commits a foul or is unsuccessful in returning the receiving team's attack.
Foot fault	Stepping on or over the baseline when serving or over the centerline during a play at the net.	Spike	A vigorous open hand hit directed at the opponent's court with the intent of successfully ending a rally; the third and final contact of a team's three contacts; occasionally may be used on a team's second or even first contact if the ball is coincidentally placed in a position to be spiked.

REFERENCES - TEACHER:

Bertucci, Bob, Ed. Championship Volleyball: By the Experts, 2nd Ed. West Point, NY: Leisure Press, 1982.

Dougherty, Neil, J., Ed. Physical Education and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

Lucas, Jeff and Modern, Stuart, Ed. Pass, Set, Crunch: Volleyball Illustrated. Wenatchee, Washington, DC: Euclid Northwest Publications, 1985.

REFERENCES - STUDENT:

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-D1

Module Title: Recreational Activities (Bowling)

Senior School Level

Number of Periods: 4 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 2.1, 2.3, 2.4 Movement
- 3.3, 3.4 Positive Attitudes and Behaviours

Content Focus

- Recreational Activities

Curriculum Objectives:

At the end of this module, students will:

- accurately score game results on worksheets
- display proper lane etiquette
- adhere to all rules/regulations
- practice safety procedures
- enjoy bowling

Content Detail:

- refinement of techniques:
 - stance
 - ball grips
 - lane approach
 - release
 - follow through
 - rules review
- scoring/symbols:
 - space
 - strike

Module Evaluation:

- **Performance Assessments:**
 - teacher observation
 - rules safety
- **Product Assessments:**
 - worksheets
- **Written Assessments:**
 - quizzes/tests

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- access to bowling alleys
- bowling balls
- bowling shoes
- worksheets

GLOSSARY:

Approach	The area of the lane on which the bowler takes his/her steps prior to delivering the ball at the foul line.	Hook	A ball rolled so that the ball takes a straight path and then takes a sharp turn (hook) at the end.
Arrows	A series of seven triangular darts, 12 to 15 feet beyond the foul line. Used in aiming at targets.	Kingpin	Name given to the '5' pin.
Automatic Scoring	Computers which keep score automatically.	Lane	Name given to the wooden or synthetic surface that extends from the foul line to the end of the pin deck.
Backup ball	Ball that curves to the right for the right-handed bowler.	League bowling	Bowling in a regularly scheduled league format, usually done by teams.
Blow (also miss, open error)	Failing to get a strike or a spare in a frame.	Mark	A strike or a spare.
Bonus	The number of additional pins scored after getting a strike or a spare.	Nose hit	When the ball hits the number 1 pin squarely.
Channel ball	Rolling the ball into the shallow 9-inch wide trough on either side of the bowling lane.	Perfect game	A score of 300. Twelve consecutive strikes in a game.
Cherry (also chop)	Knocking down at least the front pin or pins during a spare attempt and leaving adjacent or rear pins standing.	Pin	The regulation pin is 15 inches tall and usually weighs a minimum of pounds 6 ounces.
Convert	The ability to make a spare.	Pin Bowler	Player who looks at the pins when releasing the ball.
Count (pin count)	Failure to get at least 9 pins in a frame or 9 pins on the first ball following a spare or multiple strikes.	Pin deck	The area where the pins are spotted. The pin deck is 41-41inch wide.
Curve	A ball that is rolled toward the outside of the lane which then curves back toward the center of the lane.	Pin spots	Spots on the pin deck. Pins are placed 12 inches apart, center-to-center, forming a 36-inch triangle.
Dead ball	A ball rolled on the wrong lane and out of turn; also a delivered ball that causes little or no pin action.	Pit	Area at the end of the pin deck into which the pins fall.
Dead mark	Last ball spare or strike in the tenth frame; no bonus is allowed on a dead mark.	Pocket	The 1-3 pins for the right-handed bowler and 1-2 for the left-handed bowler.
Delivery	Rolling the ball.	Return Series	The track on which the ball returns to the bowler. Usually three games, such as in a league session.
Double (also called a chicken)	Two consecutive strikes in a game.	Span	Distance between the thumb hole and the finger holes on a bowling ball. There are three basic spans; conversional; semi-fingertip; and fingertip grips.
Dutchman or Dutch	Alternating strikes and spares in a game.	Spare	Knocking down all 10 pins with two balls in a frame. A spare counts as 10 plus the number of pins knocked down with the next ball. There are 1,023 different spare combinations.
2000			
Fast Lanes	Term used when the ball does not curve due to lane conditions.		

Foul	Touching or going over the foul line when delivering the ball. It is also a foul to touch anything beyond the foul line even if the foul light does not go on. A foul counts as a ball rolled but a zero is received for that ball.	Split	When an immediate pin is missing in any series of pins, providing the head pin is not standing after delivering the first ball in a frame.
Foul Line	The line separating the approach and the lane.	Spot bowler	A player who uses the target arrows rather than looking at the pins when releasing the ball.
Frame	A game consists of ten frames per player, either one ball (strike) or two balls are rolled per frame, except in the tenth frame, an extra ball is received if the player gets a spare and two balls if the player gets a strike on the first ball.	Strike	Knocking down all 10 pins with the first ball in a frame except in the tenth frame where the bowler may have three chances for strikes. A strike counts 10 plus the number of pins knocked down on the next two balls.
Handicap	A score adjustment based on the difference between team or individual averages. Usually 75%, 89% or 90% of the difference is used.		

REFERENCES - TEACHER:

Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, N.J: Prentice Hall Inc., 1983.
Sportcraft brochure (rules)

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

REFERENCES - STUDENT:

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I Module Title: Recreational Activities (Table Tennis) Number of Periods: 4 double periods	Sequence Reference: PE1111PED-D2 Senior School Level <table border="1" style="width: 100%; text-align: center;"> <tr> <td>S1</td> <td>S2</td> <td>S3</td> <td>S4</td> </tr> <tr> <td>☒</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>	S1	S2	S3	S4	☒	☐	☐	☐
S1	S2	S3	S4						
☒	☐	☐	☐						
Subgoal Emphasis: • 1.5 Physical Fitness • 2.5 Movement • 3.1 - 3.4 Positive Attitudes and Behaviours	Content Focus • Recreational Activities								
Curriculum Objectives:									
At the end of this module, students will: • know the basic rules of table tennis • demonstrate good footwork • demonstrate the two basic grips • perform forehand/backhand strokes • know the history of the game • enhance fitness and safety by conditioning for physical activity • enjoy playing table tennis	• care and use of the equipment • grips: - pen hold - tennis • footwork: - backhand - forehand • serve • forehand drive, push and loop • backhand drive, push and loop • block • chop: - backhand - forehand								
Module Evaluation:									
• Performance Assessments: - skills tests - teacher/ peer evaluation • Product Assessments: • Written Assessments: - written quizzes/tests									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• N/A	• tables and nets • bats and balls • Bermuda Table Tennis Association • video/ video camera								

GLOSSARY:

Ace	A service, which completely eludes the receiver.	Drop shot	A shot played so softly that it dies before opponent can reach it, or places him at a disadvantage if he does play it.
Ad	Commonly used as a contraction of 'advantage'.	Finger spin	An illegal procedure whereby spin is imparted to the ball by the fingers in serving.
Advantage	Next point made after a deuce score. It is 'advantage out' if the receiver wins it and 'advantage in' if the server wins. The player wins the match who first wins a point after gaining 'advantage'.	Forehand	A stroke or volley made in such a fashion that the palm is the leading part of the movement. Usually hit with the opposite face of the paddle than that used in backhand. In this stroke the left foot of a right-handed player is toward the table.
All	Term used to denote an equal score, e.g., 20-all.	Game	Winner is player or team who first scores 21 points, unless each has 20 points, in which case a deuce score results and the winner must score two consecutive points, such as 22-20, or 23-21.
Backhand	Stroke frequently used by right-handed player when returning a ball hit to his left, in which the paddle is held so that the back of the hand faces the ball; the ball is usually hit with side of paddle opposite the side used in the forehand.	Let	Means 'play the point over' and occurs when the ball strikes the top of the net and falls into correct service court, also if a ball breaks or if a player is interfered with by an official or spectator.
Backhand flip	A half-volley backhand, played as a topspin drive.	Mixed doubles	Doubles game in which each team has one man and one woman player.
Backspin	Ball hit so that top of ball rotates toward stroker, bottom moving away.	Net	Table tennis net is of fine meshwork material, mounted 6 inches above the table and fastened to posts 3 to 6 inches outside of table, which makes the net 5 ½ to 6 feet in length.
Ball	Constructed of celluloid, hollow, 4 ½ to 4 ¾ inches in circumference, weighing between 37 and 41 grains.	Push shot	Ball is struck with a pushing motion of the paddle near the top of the bounce so that no spin is placed on the ball.
Block shot	A half-volley.	Service court	In singles, the entire table area on the receiver's side, 5 by 4 ½ feet. In doubles, the table is divided by a center line so each service court is 4 ½ by 2 ½ feet.
Chop	A stroke in which the lower part of the ball is hit with a downward stroke of the paddle, imparting backspin to the ball.	Slice	A stroke in which the ball is stroked late so that it tends to spin in a direction away from the paddle.
Dead ball	Ball is dead if a let is called, when it bounces twice on the table, or at the conclusion of a point or rally.	Topspin	Ball is stroked so that the top spin forward in the direction of flight. The opposite of backspin or underspin.
Deuce	When the score is even at 20-all. To win, a player must score two consecutive points.	Volley	Illegal stroking of ball while it is in the air and before it has touched the table.

REFERENCES - TEACHER:

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall Inc., 1983.

United States Table Tennis Association. Table Tennis for You (current edition). Philadelphia, PA: USTTA, 1997.

REFERENCES - STUDENT:

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-E1

Module Title: Physical Fitness (Aerobic Dance)

Senior School Level

Number of Periods: 8 double periods or equivalent (i.e. separate or integrated modules)

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.1 - 1.9 Physical Fitness

Content Focus

- Physical Fitness

Curriculum Objectives:

At the end of this module, students will:

- demonstrate means of determining target heart rate zone
- demonstrate intermediate aerobic dance routines
- know the personal benefits
- develop a positive attitude towards life-time fitness

Content Detail:

- health related fitness
- relevant steps:
 - grapevine
 - hopscotch
 - pony and slide
- intermediate aerobic dance routines:
 - warm up
 - stretch
 - cardiorespiratory
 - cool down
- individualized dance routines

Module Evaluation:

- Performance Assessments:**
 - self evaluation
 - peer evaluation
 - teacher observation
 - design aerobic dance routine
- Product Assessments:**
 - projects
- Written Assessments:**
 - written tests/quizzes

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- aerobic facilities
- music
- steps
- weights

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

N/A

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION I

Sequence Reference: PE1111PED-E2

Module Title: Physical Fitness (Personal Fitness)

Senior School Level

Number of Periods: 8 double periods (or equivalent)
i.e. separate or integrated modules

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.1 - 1.9 Physical Fitness
- 2.2, 2.4, 2.5 Movement
- 3.1 - 3.2 Positive Attitudes and Behaviours

Content Focus

- Physical Fitness

Curriculum Objectives:

At the end of this module, students will:

- analyze components of physical fitness
- recognize fitness principles
- demonstrate an appreciation of fitness maintenance and improvement
- assess personal fitness
- analyze a plan for personal fitness and physical conditioning
- devise a plan for personal fitness
- demonstrate improvements in level of health fitness

Content Detail:

- safety
- fitness laboratory
- introduction to fitness:
 - attitudes, definitions, benefits
 - components of physical fitness and workouts
- guidelines for exercise and training principles:
 - fitness
 - assessment
- individualized programme designs

Module Evaluation:

- **Performance Assessments:**
 - fitness assessment
 - cardio-respiratory
 - flexibility
 - muscular endurance
 - muscular strength
 - body composition
 - activity worksheets - self evaluation
 - fitness attitude and interest
- **Product Assessments:**
 - projects and other assignments
 - design individual fitness program
- **Written Assessments:**
 - written tests/quizzes

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- computers and computer software
- fitness lab and assessment instruments
- texts
- VCR, instructional videos and TV monitor
- student activity handbook
- fitness rooms, standards and forms

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Corbin, Charles and Lindsey, Rita, Fitness for Life. Glenview, IL: Scott, Foreman and Company, 1993.

William C., et al. Personal Fitness: Looking Good, Feeling Good. Dubuque, IA: Kendall/Hunt, 1995.

REFERENCES - STUDENT:

Dougherty, Neil, Ed., Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD.

William C., et al. Personal Fitness: Looking Good, Feeling Good. Dubuque, IA: Kendall/Hunt, 1995.

Physical Education II

Course Code: PE2252PED



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL PHYSICAL EDUCATION COURSE OVERVIEW

Title: Physical Education II

2 credit (s)

60 hour (s)

Prerequisite (s): Physical Education I

S2 level (s)

Course Code: PE2252PED

☒ required or ☐ elective

Course Description

This course will be taught to students who have reached level II in Physical Education (P.E.). The course offers instruction to an intermediate level in a variety of physical activities. Students will participate in aquatics, team sports and in individual and dual sports.

Course Requirements

In order to meet the requirements for this course, students are expected to participate in a minimum of three (3) physical activities. Students' attendance, punctuality and P.E. uniforms are required. Teachers will assist students in selecting activities from the modules offered in each of the three (3) areas indicated below.

The requirements for this course is as follows:

Module	#Activities Req.	Module	#Activities Req.
A. Aquatic Activities	1 out of 2	C. Team Sports	2 out of 3
B. Individual and Dual Sports	2 out of 4		

Performance Assessments: - performance of specific tasks - self evaluation - attitude and effort including evidence of sportsmanship, responsibility and cooperation	40%
Product Assessments: - research paper - develop progress chart - project - observation checklist	30%
Written Assessment: - journal - test and quizzes	30%
Total:	100%

**Assessment Framework adapted from Southampton Middle School Programme*

Course Resources

- Worth, Sylvia, editor Rules of The Game The complete illustrated encyclopedia of all the sports of the world. ISBN: 0-312-11940-2 Diagram Group, 1990.
- Evans, Marc forward by Tinley Scott Endurance Athlete's Edge. ISBN: 0-87322-938-X Human Kinetics Publishers, 1997.
- Thomas, David, G. Swimming Steps to Success. ISBN: 0-87322-846-4 Human Kinetics Publishers, 1996.
- Strand Bradford N. Wilson Rolayne Assessing Sport Skills ISBN: 0-87322-377-2 HUMAN Kinetics, 1993.
- NAGCE – National Association of Golf Coaches and Educators – Lesson Plans, Coache's Manual, Coaches support package
- Seaton, Don C., etal. Physical Education Handbook, Englewood Cliffs, N.J: Prentice-Hall Inc, 1983.
- Amateur Athletic Union. Official Track and Field Handbook. New York, NY: AAU. (current edition)
- Dougherty, Neil, Ed. Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.
- Hayward, Kathleen M., and Lewis, Catherine, "Teaching Archery Steps to Success." Englewood Cliffs, NJ: The Physical Education Handbook (6th ed.) Prentice Hall, 1983.
- Gaugler William M. The Science of Fencing ISBN: 1-884528-05-8 Laureate Press, Lance C. Lobo Publishers, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Aquatic Activities.....	12	C. Team Sports.....	10
- instructional swimming (intermediate)		- cricket	
- life saving		- softball	
		- soccer	
B. Individual and Dual Sports.....	15		
- track and field			
- archery			
- fencing			
- golf			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL PHYSICAL EDUCATION

check one: S1 ☐ S2 ☒ S3 ☐ S4 ☐

Physical Education II

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Developing Physical Fitness	1.1	Level of fitness	x		x
		1.2	Assess personal fitness	x		
		1.3	Personal fitness plan		x	
		1.4	Demonstrate proper posture	x	x	
		1.5	Positive principle	x	x	
		1.6	Fitness principle	x		
		1.7	Goal setting			
		1.8	Appreciate lifelong fitness	x	x	x
		1.9	Manage success		x	
2	Developing Movement Skills	2.1	Perform activities	x	x	x
		2.2	Efficient movement	x	x	x
		2.3	Appreciate efficient movement	x	x	x
		2.4	Movement knowledge	x	x	x
		2.5	Leisure time	x	x	x
3	Developing Wholesome Attitudes and Behaviours	3.1	Positive self concept		x	x
		3.2	Appropriate differences		x	x
		3.3	Self directions	x	x	x
		3.4	Appreciate differences		x	x
		3.5	Interpersonal communication	x	x	x
		3.6	Physical education career	x	x	x
	CONTENT STRUCTURE	Aquatic Activities		x		
		Individuals Dual Sports			x	
		Team Sports				x
		Fundamental Movement Activities				
		Rhythmic Activities				
		Recreational Activities				
		Physical Fitness Activities				
MODULES				A	B	C

MODULE KEY

- A - Aquatic Activities
- B - Individual and Dual Sports
- C - Team Sports

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II

Sequence Reference: PE2252PED-A1

Module Title: Aquatic Activities
(Instructional Swimming)

Senior School Level

Number of Periods: 12 double periods

S1	S2	S3	S4
☐	☒	☐	☐

Subgoal Emphasis:

- 1.1, 1.2, 1.4, 1.6 Physical Fitness
- 2.1 - 2.5 Movement
- 3.3, 3.4, 3.6 Positive Attitudes and Behaviours

Content Focus:

- Swimming competitive strokes with advanced technique
- Racing styles and turns

Curriculum Objectives:

At the end of this module, students will:

- be able to perform swimming strokes with the correct technique and style
- be able to swim distances within a given time frame using correct technique
- perform starting dives from the starting block for all competitive strokes
- perform a racing turns for all competitive strokes

Content Detail:

- correct timing for all strokes
- correct pull outs used for all strokes after entering the water
- correct kicking style

Module Evaluation:

- **Performance Assessments:**
 - skills tests American Swim Program
 - observation of skills
 - class participation
- **Product Assessments:**
- **Written Assessments:**
 - written test to test knowledge of stroke, technique , and patterns

Prerequisite Skill Areas

(if any):

- Have taken and advanced to level 6 of Swim America program or passed a water safety course at senior school level
- Has shown interest and participated well in previous swimming classes
- Has teachers approval

Special Resources

(materials, equipment & community involvement):

- swimming pool or protected water area
- transportation to and maybe from swimming area
- proper swim attire

GLOSSARY:

- **Buoyancy:** An inherent body characteristic and does not need to be learned.
- **Floating:** Floating is the basis of all swimming, and is the ability to stay laying on the water in any position.
- **Sculling:** is an arm and hand motion that propels you through the water in a back-float position.
- **Kicking:** is a leg and foot motion used in swimming. It serves three important functions, support. Propulsion and balance.
- **Free style:** In free style a swimmer may use any stroke he chooses, the stroke generally chosen is the front crawl.
- **Front Crawl:** is the each arm is alternately brought over and then into the water, while the legs are kicking. The swimmer breathes on each side in the trough made by the arm pull.
- **Backstroke:** Swimmers must swim on their backs; the arms are brought out of the water and enter the water again above the head.
- **Butterfly:** The arms in this stroke are brought forward at the same time to enter the water at the same point in front of the shoulders and then are pulled backward under the water.
- **Breaststroke:** the body must at all times be parallel to the surface of the water. The hands must be pushed forward together from the breast and then brought back on or under the surface of the water. The kick in this stroke is the frog kick where the feet must be turned outward in the backward movement, and the legs make a circular motion.
- **Medley events:** The swimmer swims equal distance of the four competitive strokes.
- **Disqualification:** When swimmer fails to complete the stroke correctly or finishes the race incorrectly

REFERENCES - TEACHER:

Worth, Sylvia, Editor, Rules of the Game - The Complete Illustrated Encyclopedia of all the Sports of the World. ISBN: 0-312-11940-2, Diagram Group, 1990.

Evans, Marc, forward by Scott, Tinley, Endurance Athlete's Edge. ISBN:0-87322-938-X, Human Kinetics Publishers, 1997.

Thomas, David G. Swimming Steps to Success. ISBN: 0-87322-846-4, Human Kinetics Publishers, 1996.

Strand, Bradford N. and Wilson, Rolayne, Assessing Sport Skills. ISBN: 0-87322-377-2, Human Kinetics, 1993.

REFERENCES - STUDENT:

Thomas, David G. Swimming Steps to Success. ISBN: 0-87322-846-4, Human Kinetics Publishers, 1996.

Worth, Sylvia, Editor, Rules of The Game - The Complete Illustrated Encyclopedia of all the Sports of the World. ISBN: 0-312-11940-2, Diagram Group, 1990.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II Module Title: Aquatics Activities (Life Saving Introduction to Red Cross)	Sequence Reference: PE2252PED-A2 Senior School Level <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 25%; text-align: center;">S1</td> <td style="width: 25%; text-align: center;">S2</td> <td style="width: 25%; text-align: center;">S3</td> <td style="width: 25%; text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☐	☐
S1	S2	S3	S4						
☐	☒	☐	☐						
Number of Periods: 12 double periods									

Subgoal Emphasis: • 1.1 - 1.9 Physical Fitness • 2.1 - 2.4 Movement • 3.1 - 3.6 Positive Attitudes and Behaviour	Content Focus • Individual sport • Lifetime Activity • Career
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: • understand safety rules close to water • demonstrate safety procedures for the beach, the dock and the pool • understand basic life saving rules and safety procedures when approaching and helping a swimmer in distress • execute proper treading of water to conserve energy • demonstrate use of clothing items as flotation devices • demonstrate proper use of every day items as life saving devices • demonstrate correct use of life saving equipment • execute basic water recovery for a victim in distress	• personal water safety • survival floating for minutes • self help in an emergency • helping other in an emergency

Module Evaluation:
• Performance Assessments: - skills test showing basic water safety skills - demonstrate rescue with different items and life saving equipment and correct language - observation • Product Assessments: • Written Assessments: - written test on history of equipment - most effective rescue methods

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
• S1 P.E.	• pool • protected swimming area • life saving equipment

GLOSSARY:

REFERENCES - TEACHER:

Seaton, Don C. et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1993.

Thomas, David G. Swimming Steps to Success. ISBN: 0-87322-846-4, Human Kinetics Publishers, 1996.

Worth, Sylvia, Rules of the Game - The Complete Illustrated Encyclopedia of all the Sports on the World. ISBN: 0-312-11940-2, Diagram Visual Information Ltd., 1990.

REFERENCES - STUDENT:

Thomas, David G. Swimming Steps to Success. ISBN: 0-87322-846-4, Human Kinetics Publishers, 1996.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II

Sequence Reference: PE2252PED-B1

Module Title: Individual and Dual Sports
(Track and Field)

Senior School Level

Number of Periods: 15 double periods

S1	S2	S3	S4
☐	☒	☐	☐

Subgoal Emphasis:

- 1.2 – 1.8 Physical Education
- 2.1, 2.4, 2.5 Movement
- 3.1, 3.3, 3.4 Positive Attitudes and Behaviours

Content Focus

- Individual and Dual Sports
- Mastering and throwing event and one jumping event
- Review of running events

Curriculum Objectives:

At the end of this module, students will:

- execute correct method using starting blocks for 100m 200 and 400m
- demonstrate advanced techniques in one jumping event and one throwing event
- demonstrate correct change over technique in 4 x 100m relay and 4x400/800m relay
- know correct technique and style helps to enhance performance
- know the dynamics of track running events

Content Detail:

- setting starting blocks correctly
- fosbury flop (correct take off and landing)
- hitch kick and or hang method in long/triple jump
- complete circle technique in discus throwing
- full circle, glide technique, in shot putt
- full run up and side step with javelin throwing

Module Evaluation:

- **Performance Assessments:**
 - observation of correct technique in chosen throwing and jumping event
 - observation of starting block technique and running from the block
 - observation of track dynamics when running on a circular track
- **Product Assessments:**
- **Written Assessments:**
 - written tests (test) rules of running and track events studied)

Prerequisite Skill Areas

(if any):

- P.E. pass of 60% or better in S1 P.E. class

Special Resources

(materials, equipment & community involvement):

- track
- starting block
- discus, shot putt, javelin
- high jump mattress and stands and cross bar
- stand pit
- relay baton
- resources
- tape measures

GLOSSARY:

REFERENCES - TEACHER:

- Seaton, Don C. et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice-Hall Inc., 1983.
- Amateur Athletic Union. Official Track and Field Handbook. New York, NY: AAU (current edition)
- Dougherty, Neil, Ed. Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

REFERENCES - STUDENT:

- Dougherty, Neil, Ed. Physical Activity and Sport for the Secondary School Student. Reston, VA: AAHPERD, 1993.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II

Sequence Reference: PE2252PED-B2

Module Title: Individual And Dual Sports
(Archery)

Senior School Level

Number of Periods: 15 double periods

S1	S2	S3	S4
☐	☒	☐	☐

Subgoal Emphasis:

- 1.4, 1.7, 1.9 Physical Fitness
- 2.1 - 2.5 Movement
- 3.1 - 3.6 Positive Attitudes and Behaviours

Content Focus

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- successfully and properly nock the string on the bow
- demonstrate the proper grip, draw-hand, and bow-hand
- demonstrate three methods of aiming
- demonstrate knowledge of rules, scoring, and terminology of archery
- execute the techniques for stance, draw, anchor, aim, release, and follow-through
- successfully shoot an arrow into a target 50ft away
- demonstrate knowledge of safety considerations

Content Detail:

- drawing and anchoring
- bow sight
- point of aim
- instinctive
- releasing the arrow
- follow-through
- retrieving the arrow
- rules
- scoring

Module Evaluation:

- **Performance Assessments:**
 - observation of fair play
 - peer evaluation
- **Product Assessments:**
- **Written Assessments:**
 - skills test

Prerequisite Skill Areas (if any):

Special Resources

(materials, equipment & community involvement):

- bows
- arrows
- quires
- arm guards and protective equipment
- targets
- bow strings
- score sheets

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Hayward, Kathleen M. and Lewis, Catherine, Teaching Archery Steps to Success. Englewood Cliffs, NJ: The Physical Education Handbook 6th Ed. Prentice Hall, 1983.

Seaton, Don, C. et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

REFERENCES - STUDENT:

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II

Sequence Reference: PE2252PED-B3

Module Title: Individual And Dual Sports
(Fencing)

Senior School Level

Number of Periods: 15 double periods

S1	S2	S3	S4
☐	☒	☐	☐

Subgoal Emphasis:

- 1.1 - 1.8 Physical Fitness
- 2.1 - 2.5 Movement
- 3.1 - 3.5 Positive Attitudes and Behaviors

Content Focus

- Introduction to fencing
- Stances
- Attacks and Retreat

Curriculum Objectives:

At the end of this module, students will:

- know and be able to identify the parts of the foil
- know and show the correct position of holding the foil
- know the equipment worn in the sport
- be able to perform the Salute
- be able to demonstrate the Guard 1st and 2nd movements
- demonstrate the Lunge and return to on Guard position
- execute the advance and the retreat and know why they are used
- execute the jump back and the jump lunge
- demonstrate simple defenses using parries
- demonstrate simple scoring technique

Content Detail:

- stance
- starting and finishing positions
- etiquette
- scoring area
- the piste the fencing area

Module Evaluation:

- **Performance Assessments:**
 - observation of skills
 - observation of simple bout with an opponent
- **Product Assessments:**
- **Written Assessments:**
 - written test on rules and equipment and positions

Prerequisite Skill Areas

(if any):

- Pass in S1 P. E.

Special Resources

(materials, equipment & community involvement):

- foils
- mask jackets gloves
- resources
- fencing are with mirrors

GLOSSARY:

- Action
- Advance
- Appel
- Bell Guard
- Circular beat
- Circular cut
- Circular parry
- First position
- Gaining on the lunge
- Grip
- Guard Position
- Hand Positions
- Hand positions for parries
- Invitations
- Jump lunge
- Line of direction
- Lines
- Lunge
- Opposition
- Parry
- Parts of the weapon
- Retreat
- Running Attack
- Salute
- Simple attacks
- Simple beat
- Simple parries

REFERENCES - TEACHER:

Worth, Sylvia, et al. Rules of the Game - The Complete Illustrated Encyclopedia of all the Sports of the World. ISBN: 0-312-11940-2, Diagram Visual Information, 1995.

Gaugler, William M. The Science of Fencing. ISBN: 1-884528-05-8, Laureate Press, Lance C. Lobo Publishers, 1997.

REFERENCES - STUDENT:

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II

Sequence Reference: PE2252PED-B4

Module Title: Individual and Dual Sports
(Golf)

Senior School Level

Number of Periods: 15 double periods

S1	S2	S3	S4
☐	☒	☐	☐

Subgoal Emphasis:

- 1.4 - 1.5 Physical Fitness
- 2.4 - 2.5 Movement
- 3.2 - 3.3 Positive Attitudes and Behaviours

Content Focus

- Individual Sports

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|--|--|
| <ul style="list-style-type: none"> • demonstrate knowledge of the rules, history, scoring and etiquette of golf • develop address routine (Chef) • develop the putting motion • develop the chipping motion • develop the pitch shot • develop the full swing motion • learn definitions of equipment needed for golf and safety involved in using it • enjoy golf | <ul style="list-style-type: none"> • grip <ul style="list-style-type: none"> -interlocking -overlapping -ten finger • chef <ul style="list-style-type: none"> -club down -hands on -eyes on target -while setting your feet • swing <ul style="list-style-type: none"> -arms only -arms and weight transfer -full swing • putting <ul style="list-style-type: none"> - putting motion |
|--|--|

Module Evaluation:

- **Performance Assessments:**
 - skill tests
 - teacher evaluation
 - peer evaluation
 - self-evaluation
- **Product Assessments:**
- **Written Assessments:**
 - tests, rules, History and etiquette

Prerequisite Skill Areas (if any):

Special Resources (materials, equipment & community involvement):

- golf clubs
- golf balls
- practice balls (plastic)
- perfect pace putting system
- the swing???
- sync straps
- alignment/set-up instructor
- Immelbars TM
- Government golf courses
- medicus
- balance board
- stabilizer
- enforcers

GLOSSARY:**REFERENCES - TEACHER:**

NAGCE - National Association of Golf Coaches and Educators - Lesson Plans, Coach's Manual, Coaches support package

REFERENCES - STUDENT:

NAGCE - National Association of Golf Coaches and Educators - Lesson Plans, Coach's Manual, Coaches support package

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II Module Title: Team Sports (Cricket) Number of Periods: 8 double periods	Sequence Reference: PE2252PED-C1 Senior School Level <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">S1</td> <td style="width: 25%;">S2</td> <td style="width: 25%;">S3</td> <td style="width: 25%;">S4</td> </tr> <tr> <td>☐</td> <td>☒</td> <td>☐</td> <td>☐</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☐	☐
S1	S2	S3	S4						
☐	☒	☐	☐						
Subgoal Emphasis: • 1.1, 1.4, 1.8 Physical Fitness • 2.1 - 2.5 Movement • 3.1 - 3.6 Positive Attitudes and Behaviours	Content Focus • Team Sports								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: • know laws and terminology of cricket • know the basic fundamentals of batting (grip, stance, backlift) • understand the duties of the umpires • know and execute the proper bowling action (run up, bound, coil, delivery, follow-through) • know and execute basic fundamentals of fielding (long barrier, underarm throw, close catching, high catching) • know basic fielding positions • enjoy cricket	• Fielding -long barrier -underarm throw -close catching -high catching • Batting -grip, stance, backlift -forward defence • Bowling -up, bound -coil, delivery and follow throw • Umpiring -duties of bowling umpire -duties of square-leg umpire								
Module Evaluation:									
• Performance Assessments: - skill tests - teacher evaluation - peer evaluation - self-evaluation • Product Assessments: • Written Assessments: - tests/quizzes									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
	• cricket balls (51/2) • helmets • bats (harrow/men) • fads • gloves • stumps • tennis balls • cones • 2 kick cricket sets								

GLOSSARY:

-

REFERENCES - TEACHER:

NAGCE - National Association of Golf Coaches and Educators - Lesson Plans, Coach's Manual, Coaches support package

REFERENCES - STUDENT:

NAGCE - National Association of Golf Coaches and Educators - Lesson Plans, Coach's Manual, Coaches support package

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II Module Title: Team Sports (Softball)	Sequence Reference: PE2252PED-C2 Senior School Level <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%; text-align: center;">S1</td> <td style="width: 25%; text-align: center;">S2</td> <td style="width: 25%; text-align: center;">S3</td> <td style="width: 25%; text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☐	☐
S1	S2	S3	S4						
☐	☒	☐	☐						
Number of Periods: 10 double periods									

Subgoal Emphasis: 1.2 - 1.8 Physical Fitness 2.1, 2.4, 2.5 Movement 3.1, 3.3, 3.4 Positive Attitudes and Behaviours	Content Focus Team Sports
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: - execute correct and acceptable techniques for throwing, catching and fielding - identify and understand the basic rules of the game - demonstrate basic steps of fielding ground balls - demonstrate basic steps of fielding fly balls - demonstrate correct pitching techniques - appreciate individual differences among peers - demonstrate defensive plays in a softball game - understand the difference between offensive and defensive plays - enjoy participation in softball	- origin and development - recap throwing skills - recap catching skills - fielding ground balls - fielding fly balls - backswing - forward swing/release - follow-through - scoring, rules, etiquette - defensive play

Module Evaluation:
Performance Assessments: - teacher /peer observation and feedback on various skills Product Assessments: Written Assessments: - written quizzes/test on rules and techniques

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
	- softballs - bases - softball gloves - bats

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Doughty, Neil, Ed. Physical Activity and Sport for Secondary School Students. Reston, VA: AAHPERD, 1993.

Seaton, Don C. et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

REFERENCES - STUDENT:

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION II Module Title: Team Sports (Soccer) Number of Periods: 10 double periods	Sequence Reference: PE2252PED-C3 Senior School Level <table border="1" style="margin: auto;"> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☐	☐
S1	S2	S3	S4						
☐	☒	☐	☐						
Subgoal Emphasis: • 1.1, 1.4, 1.8 Physical Fitness • 2.1 - 2.5 Movement • 3.1 - 3.6 Positive Attitude and Behaviour	Content Focus • Team Sports								
Curriculum Objectives:									
At the end of this module, students will: • know the rules and regulations • know the various positions on the field • execute learned skills in a game situation • improve fitness and safety by conditioning for physical activity • enjoy soccer	Content Detail: • Passing -push pass (inside/outside of foot) -volleying -instep drive • Dribbling and Tackling -inside and outside of foot -screening • Front Block -receiving and ball control -sole of foot, thigh, chest -instep • Heading -defensive -offensive								
Module Evaluation:									
• Performance Assessments: - teacher observation - peer evaluation - skills tests - self-evaluation • Product Assessments: • Written Assessments: - tests/quizzes									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
	• cones • soccer balls (sizes one per student) • grid area • bibs/jerseys • marked field with goal posts • community resources (BFA, Club etc.) • small sided goals								

GLOSSARY:

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REFERENCES - TEACHER:

REFERENCES - STUDENT:

Physical Education III

Course Code: PE3403PED



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL PHYSICAL EDUCATION COURSE OVERVIEW

Title: Physical Education III

2 credit (s)

60 hour (s)

Prerequisite (s): Physical Education II

S3 level (s)

Course Code: PE3403PED

☒ required or ☐ elective

Course Description

This course will be taught to students who have reached level III in physical education. The course offers instruction to an advanced level in a variety of physical activities. Students will participate in team sports, individual and dual sports, recreational activities, fitness, and independent studies.

Course Requirements

In order to meet the requirements for this course students are expected to participate in a minimum of three (3) physical activities and one independent study. Students' attendance, punctuality and P.E. uniforms are required. Students will select an independent study after consultation and agreement from the head of the P.E. department.

Module	#Activities Req.	Module	#Activities Req.
A. Independent Studies	1 out of 4	C. Individual and Dual Sports	1 out of 3
B. Physical Fitness	1 out of 1	D. Team Sports	1 out of 5

The requirements for this course, depending on the modules chosen, are as follows:

Performance Assessments: - performance on specific tasks - self evaluation - attitude and effort including evidence of sportsmanship, responsibility and cooperation	40%
Product Assessments: - research paper - develop progress chart - project - observation checklist	30%
Written Assessments: - journal - tests and quizzes	30%
Total	100%

**Assessment Framework adapted from Southampton Middle School Programme*

Course Resources

- Baechle, Thomas R. Groves, Barney R. Weight training Steps to Success, ISBN: 0-88011-718-4 second edition Human Kinetics.
- Baechle, Thomas, R Groves, Barney R. Weight Training Instruction Steps to Success. ISBN: 0-87322-618-6 Human Kinetics.
- Dougherty, Neil,ed., Physical Activity and Sport for the Secondary School Students.
- Morgan, Gary T. Getting Stronger Pearl Bill ISBN0-936070-04-8 (Pbk) 0-679-73269-1 (Random House) CA: Shelter Publishers.
- Curry, Nancy I. The Fencing Book. West Point, NY: Leisure Press, 1984.
- Dinitiman, George B. et al. A Comprehensive Manual of Foundations and Physical Education Activities for Men and Women. Minneapolis, MN: Burgess Publishing Company, 1979.
- Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.
- Hayward, Kathleen M., and Lewis, Catherine. "Teaching Archery Steps to Success." The Physical Education Handbook (6th ed.) Englewood Cliffs, NJ: Prentice Hall, 1983.
- Produced in collaboration with the All England Netball Association, Netball Know the Game. ISBN 0 7136 3675 0 A & C, Black Publishers Ltd. 1994.
- Step to Success Netball Human Kinetic.
- Hohn, Richard C. Pate, Russell R. Health and Fitness Through Physical Education. ISBN: 0-87322-490-6 Human Kinetics Publishers, 1994
- Evans Marc Forward by Tinley Scott, Endurance Athlete's Edge. ISBN:0-87322-938-Xhuman Kinetics Publishers, 1997.
- Distance runners Log Book
- Bizzley Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.
- Philipp, Joan A. and Wilkerson Jerry D. Teaching Team Sports A Coeducational Approach. ISBN: 0-87322-259-8 Copy write 1990, Human Kinetics.
- Kinchin, Gary D. O'Sullivan, Mary, The Journal of Physical Education, Recreation and Dance. Making Physical Education Meaningful for HIGH School Students. (Vol.70, No. 5 pp40 – 44),1999.
- National Association for Sport and Physical Education, Moving Into the Future National Physical Education Standards: A guide to Content and Assessment.
- Spindt, Gary, et.al. Moving for Life the Kendall Hunt Essentials of Physical Eucation Program. Kendall Hunt Publishing Co.
- Bermuda History books and other history books depending on topic chosen by students.
- Bunker, Linda. K, and Owens, Dede. "Golf Steps to Success." Steps to Success Series (2nd ed.) Human Kinetics Publishers, Champaign, Illinois: 1989.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Independent Studies.....	10	C. Individual and Dual Sports.....	10
- running program design		- golf	
- coaching		- fencing	
- cultural studies		- archery	
- sport in Bermuda			
 B. Physical Fitness	 8	 D. Team Sports.....	 10
- health and skill related		- soccer	
- specific sport strength training		- basketball	
		- cricket	
		- softball	
		- netball	

Subtotal38 Optional double periods <u>7</u> Total double periods..... 45
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SENIOR SCHOOL PHYSICAL EDUCATION

check one: S1 ☐ S2 ☐ S3 ☒ S4 ☐

Physical Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Developing Physical Fitness	1.1	Level of fitness	x		x	
		1.2	Assess personal fitness	x			
		1.3	Personal fitness plan		x		
		1.4	Demonstrate proper posture	x	x		
		1.5	Positive principle	x	x		
		1.6	Fitness principle	x			
		1.7	Goal setting				x
		1.8	Appreciate lifelong fitness	x	x	x	x
		1.9	Manage success		x		x
2	Developing Movement Skills	2.1	Perform activities	x	x	x	x
		2.2	Efficient movement	x	x	x	
		2.3	Appreciate efficient movement	x	x	x	
		2.4	Movement knowledge	x	x	x	
		2.5	Leisure time	x	x	x	x
3	Developing Wholesome Attitudes and Behaviours	3.1	Positive self concept		x	x	x
		3.2	Appropriate differences		x	x	x
		3.3	Self directions	x	x	x	x
		3.4	Appreciate differences		x	x	x
		3.5	Interpersonal communication	x	x	x	x
		3.6	Physical education career	x	x	x	x
CONTENT STRUCTURE		Aquatic Activities		x			
		Individuals Dual Sports				x	
		Team Sports					x
		Fundamental Movement Activities					
		Rhythmic Activities					
		Recreational Activities					
		Physical Fitness Activities			x		
MODULES				A	B	C	D

MODULE KEY

A - Independent Studies
B - Physical Fitness
C - Individual Dual Sports

D - Team Sports

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-A1

Module Title: Independent Studies
(Distance Running Programme)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.1 – 1.9 Physical Fitness
- 2.1 – 2.5 Movement
- 3.1 – 3.6 Positive Attitudes and Behaviors

Content Focus:

- Independent Studies

Curriculum Objectives:

At the end of this module, students will:

- know the different types of running: track, sprint, middle and long distance
- know the importance of having a running programme to follow
- know how to write a basic running programme
- demonstrate improved cardio-vascular conditioning
- demonstrate self-improvement by competing in at least 2 running competitions
- know how to warm up and cool down efficiently

Content Detail:

- programme writing
- weekly log records and goal setting
- heart rate
- running styles, techniques and pace
- FIT principles (frequency, intensity, and time)
- Positive Attitudes

Module Evaluation:

- **Performance Assessments:**
- run no less than 9 miles a week
- **Product Assessments:**
- keep a weekly log recording work out an time taken
- to have the signature of person helping with program sign log for no less than one work out per week
- **Written Assessments:**
- write running programme

Prerequisite Skill Areas

(if any):

- successful completion of S2 course
- teacher's approval
- ability to work alone and run unsupervised

Special Resources

(materials, equipment & community involvement):

- video machine and tapes
- computer
- resource books
- stop watches
- log book

GLOSSARY:

- FIT index: Frequency Intensity and Time an activity is done.
- muscle fatigue: When muscles are tired from working

REFERENCES - TEACHER:

Hohn, Richard C. and Pate, Russell R. Health and Fitness Through Physical Education. ISBN: 0-87322-490-6 Human Kinetics Publishers, 1994.

Evans Marc Forward by Tinley Scott, Endurance Athlete's Edge. ISBN:0-87322-938-Xhuman Kinetics Publishers, 1997.

Distance runners Log Book

REFERENCES - STUDENT:

Bizzley Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

Evans Marc Forward by Tinley Scott, Endurance Athlete's Edge. ISBN:0-87322-938-Xhuman Kinetics Publishers, 1997.

Distance runners Log Book

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-A2

Module Title: Independent Studies (Coaching)

Senior School Level

Number of Periods: 20 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.1, 1.6 – 1.9 Physical Fitness
- 2.1 – 2.5 Movement
- 3.1 – 3.6 Positive Attitudes and Behavior

Content Focus:

- Independent Studies

Curriculum Objectives:

At the end of this module, students will:

- understand the role of the coach
- know what coaching aids are and how they are used
- understand the main principles of training (specificity, overload, progression, and reversibility)
- develop a training program using the FIT principles (frequency intensity and time /duration)
- understand different training methods
- develop training program. (weight, circuit, interval, continuous) training
- understand the importance of nutrition and diet

Content Detail:

- skill acquisition
- correct technique
- correct physical state
- correct mental state
- safety factors in training
- program design
- tactics and teamwork
- coaching knowledge

Module Evaluation:

- **Performance Assessments:**
 - observe drills used to teach skills appropriate for the level of athlete
 - observe individual as well as group drills to improve skills
- **Product Assessments:**
 - weekly log of all coaching sessions
- **Written Assessments:**
 - write a training programme including:
 - a. terminology
 - b. FIT principles
 - c. the principles of training
 - d. diagrams to illustrate drills etc.

Prerequisite Skill Areas

(if any):

- successful completion of S2 course.
- teacher's approval a school t
- competence in the chosen sport at senior school, club team or higher

Special Resources

(materials, equipment & community involvement):

- coach to work with student
- resource materials
- log book
- video machine and tapes
- whistle

GLOSSARY:

- Coaching aids: Equipment that can make coaching easier.
- Acquisition of skills: The most important part of learning or starting a physical activity is learning the skill. The higher the level of skill the better the performance.
- Technique: The manner, in which someone performs, closely linked to skill. Learn the correct technique for the skill.
- Weight Training: Exercises done using weights to increase strength.
- Circuit Training: Allows a variety of exercises to be performed in different areas or stations.
- Interval Training: A period of work followed by a period of rest.
- Continuous training: Activities that keep the pulse and heart rate high.
- Fartlek Training: Based on a Swedish method of training, it means speed training and is a form of continuous training.

REFERENCES - TEACHER:

Philipp, Joan A. and Wilkerson Jerry D. Teaching Team Sports A Coeducational Approach. ISBN: 0-87322-259-8
Copy write, 1990 Human Kinetics.

Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

REFERENCES - STUDENT:

Philipp, Joan A. and Wilkerson Jerry D. Teaching Team Sports A Coeducational Approach. ISBN: 0-87322-259-8
Copy write 1990, Human Kinetics.

Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3404PED-A3

Module Title: Independent Studies
(Cultural Study Program)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.1 Physical Fitness
- 2.2 – 2.5 Movement
- 3.1 – 3.3, 3.6 Positive Attitudes and behaviours

Content Focus:

- Independent Studies

Curriculum Objectives:

At the end of this module, students will:

- demonstrate a higher level of understanding of chosen sport, with both rules and skills
- understand the role of a student on a club or school team
- understand how their involvement with a team affects family and friends
- know the history and the origin of the game, and which group are usually more successful with playing this sport and why
- be able to discuss the pros and cons about their schools inter school sports program and their schools intramural program

Content Detail:

- team or individual sport (student choice)
- cultural study of chosen sport
- study sport and physical activity from a sociocultural perspective
- make student aware of the role of sport and physical activity in their own lives and in the community
- theoretical investigation of sport in society
- physical activity

Module Evaluation:

- **Performance Assessments:**
 - oral presentation of research paper
 - class discussion and involvement
- **Product Assessments:**
 - research paper: on the history and cultural facts of the chosen sport
- **Written Assessments:**
 - journal writing: journal kept for each class and game

Prerequisite Skill Areas

(if any):

- successful completion of S2 programme
- successful complete pre-test
- teacher's approval

Special Resources

(materials, equipment & community involvement):

- video machine
- computers
- resources books
- guest speakers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kinchin, Gary D. and O'Sullivan, Mary, The Journal of Physical Education, Recreation and Dance. Making Physical Education Meaningful for HIGH School Students. (Vol.70 No. 5 pp40 – 44), 1999.

National Association for Sport and Physical Education, Moving Into the Future National Physical Education Standards: A guide to Content and Assessment

Spindt, Gary, et al. Moving for Life the Kendall Hunt Essentials of Physical Education Program Kendall Hunt Publishing Co.

Bermuda History books and other history books depending on topic chosen by students

REFERENCES - STUDENT:

Spindt, Gary, et al. Moving for Life the Kendall Hunt Essentials of Physical Education Program Kendall Hunt Publishing Co.

Kinchin, Gary D. and O'Sullivan, Mary, The Journal of Physical Education, Recreation and Dance. Making Physical Education Meaningful for HIGH School Students. (Vol.70 No. 5 pp40 – 44), 1999.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-A4

Module Title: Independent Studies
(Sport in Bermuda)

Senior School Level

Number of Days: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.1 - 1.5 Physical Fitness
- 2.1, 2.4, 2.5 Movement
- 3.1 - 3.6 Positive Attitudes and Behaviors

Content Focus:

- Independent Studies

Curriculum Objectives:

At the end of this module, students will:

- establish a simulated Bermuda Sports Hall of Fame
- selected 2 candidates that they feel should be included in the Bermuda Sports Hall of Fame
- write a brief history of a chosen sport
- write a brief history of that sport in Bermuda
- highlight outstanding athletes in a chosen sport

Content Detail:

- history of the sport
- history of the sport in Bermuda
- history of an outstanding athletes in the sport
- importance of outstanding people in sport

Module Evaluation:

- **Performance Assessments:**
 - oral presentation
 - personal involvement with sports, as athlete and coach assistant
- **Product Assessments:**
 - project
- **Written Assessments:**
 - written report

Prerequisite Skill Areas

(if any):

- successful completion of S2 course
- teacher's approval

Special Resources

(materials, equipment & community involvement):

- video machine and tapes
- computer
- resource books
- public library membership

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6, Heinemann Educational Publishers, 1996. The History of Sport.

REFERENCES - STUDENT:

Diagram Group, Rules of the Game The complete illustrated encyclopedia of all the sports of the world. ISBN:0-312-11940-2, New York: St. Martin's Press 1990.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III		Sequence Reference: PE3403PED-B1			
Module Title: Physical Fitness (Health and Skills Related)		Senior School Level			
Number of Periods: 8 double periods		S1 ☐	S2 ☐	S3 ☒	S4 ☐
Subgoal Emphasis: 1.1 - 1.8 Physical Fitness 2.1 - 2.3 Movement 3.1 - 3.6 Positive Attitude and Behaviour		Content Focus Physical Fitness			
Curriculum Objectives:		Content Detail:			
At the end of this module, students will: - understand the benefits of Physical Fitness - improve attitude towards fitness and exercise - apply the 5 components of Physical Fitness to a fitness programme - complete pre-test and post test assessment Physical Fitness (using - apply the FIT Formula to training programme - improve skill – related fitness - know the difference between health and skill related fitness		- fitness assessment - health Related Fitness - flexibility - muscular endurance - muscular strength - cardiovascular fitness - body fat - fit Formula - frequency - intensity - time - skill-related fitness - agility - coordination - speed - balance - power - reaction time			
Module Evaluation:					
Performance Assessments: - fitness test (Pre/post) - self evaluation Product Assessments: - progress chart - teacher evaluation Written Assessments: - tests/quizzes, fitness programs					
Prerequisite Skill Areas (if any):			Special Resources (materials, equipment & community involvement):		
N/A			- skipping ropes (preferably one for each student) - dumb bells - cones - music box - literature on AAHPERD's Physical Best Programme - medicine ball(s) - flexibility box(s) - Dyna-Bands (elasticized rubber bands)		

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

N/A

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-B2

Module Title: Physical Fitness
(Specific Sport Strength Training)

Senior School Level

Number of Periods: 8 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.1 – 1.8 Physical Fitness
- 2.1 – 2.5 Movement
- 3.1 – 3.6 Positive Attitudes and Behaviors

Content Focus:

- Physical Fitness

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- know how to write a training program
- demonstrate correct lifting techniques and know which muscles groups are involved
- gain an understanding for why muscles increase in size
- demonstrate an understanding for the terms Hypertrophy and Hyperplasia
- have an in-depth understanding of the physiological changes such as muscular endurance strength and flexibility that occur in the body
- understand the difference in lifting weights that enhance a specific sports area

- sport related fitness
- safety procedures
- strength and flexibility training
- weight training appreciation
- major muscle groups
- workout chart

Module Evaluation:

- **Performance Assessments:**
 - develop and evaluate weight training workout charts
 - skills test on correct lifting procedures
- **Product Assessments:**
 - develop weight program to fit specific need or sport
- **Written Assessments:**
 - written test on basic muscles and use of machines of free weights

Prerequisite Skill Areas (if any):

- Successful completion S2 course

Special Resources (materials, equipment & community involvement):

- weight room or number of sets of free weights
- weight room rules
- weight videos
- weight lifting resources

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Baechle, Thomas R. and Groves, Barney R. Weight training Steps to Success. ISBN: 0-88011-718-4 2nd edition Human Kinetics.

Baechle, Thomas, R. and Groves, Barney R. Weight Training Instruction Steps to success. ISBN: 0-87322-618-6 Human Kinetics.

Dougherty, Neil,ed., Physical Activity and Sport for the Secondary School Students.

Morgan, Gary, T. Getting Stronger Pearl Bill. ISBN0-936070-04-8 (Pbk) 0-679-73269-1 (Random House) CA: Shelter Publishers.

REFERENCES - STUDENT:

Baechle, Thomas and R. Groves, Barney R. Weight training Steps to Success. ISBN: 0-88011-718-4 (2nd edition) Human Kinetics.

Baechle, Thomas, R. Groves and Barney R. Weight Training Instruction Steps to success. ISBN: 0-87322-618-6 Human Kinetics.

Dougherty, Neil,ed., Physical Activity and Sport for the Secondary School Students.

Morgan, Gary, T. Getting Stronger Pearl Bill. ISBN0-936070-04-8 (Pbk) 0-679-73269-1 (Random House) CA: Shelter Publishers.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III
Module Title: Individual and Dual Sports (Golf)

Sequence Reference: PE3403PED-C1

Senior School Level

S1	S2	S3	S4
☐	☐	☒	☐

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.4, 1.5 Physical Fitness
- 2.4, 2.5 Movement
- 3.2, 3.3 Positive Attitudes and Behaviors

Content Focus:

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- demonstrate knowledge of rules, scoring, terminology, and etiquette of golf
- execute three different hand grips
- develop an address routine
- perform the proper techniques of the golf swing
- demonstrate chip and pitch approach shots to the green
- execute sand shots
- demonstrate techniques of putting
- explain the use of each club
- execute a 9 hole game of golf

Content Detail:

- orientation of golf
- overlapping, interlocking, ten-finger
- stance, posture
- address position
- backswing
- at the top
- downswing
- follow- through
- pitching, chipping
- putting
- scoring

Module Evaluation:

- **Performance Assessments:**
 - skills test
 - application of rules, techniques, and etiquette
- **Product Assessments:**
 - project
- **Written Assessments:**
 - written test

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- golf clubs
- golf balls
- practice ball (plastic)
- score cards
- video/video camera
- Government Golf Courses

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bunker, Linda. K, and Owens, Dede, "Golf Steps to Success." Steps to Success Series (2nd ed.) Champaign, Illinois: Human Kinetics Publishers, 1989.

Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-C2

Module Title: Individual and Dual Sports
(Fencing)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.4, 1.5, 1.8, 1.9 Physical Fitness
- 2.1 - 2.5 Movement
- 3.1 - 3.6 Positive Attitudes and Behaviours

Content Focus:

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- demonstrate care of equipment and uniforms
- demonstrate positive attitudes and behaviors regarding safety practices
- demonstrate an understanding of history, etiquette, rules, and terminology
- demonstrate proper body positions such as attention, salute, and on guard
- execute proper footwork patterns
- demonstrate blade work techniques
- recall target areas and distances
- execute simple attacks

Content Detail:

- orientation to fencing and sport etiquette
- grips
- body positions: attention, salute, on guard
- target areas: high inside, high outside, low outside, low inside
- footwork: advance, retreat, lunge
- distances: short, middle, long
- beat
- disengage
- coupe
- lunge, parries, riposte

Module Evaluation:

- **Performance Assessments:**
 - skills test
 - perform task using basic rules of fencing
- **Product Assessments:**
 - peer evaluations on correct techniques
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- foils
- masks
- jackets
- gloves
- padded target
- tape on floor

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Curry, Nancy I. The Fencing Book. West Point, NY: Leisure Press, 1984.

Dinitiman, George B., et al. A Comprehensive Manual of Foundations and Physical Education Activities for Men and Women. Minneapolis: MN Burgess Publishing Company, 1979.

Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-C3

Module Title: Individual and Dual Sports
(Archery)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.4, 1.7, 1.9 Physical Fitness
- 2.1, 2.5 Movement
- 3.1, 3.6 Positive Attitudes and Behaviors

Content Focus:

- Individual and Dual Sports

Curriculum Objectives:

At the end of this module, students will:

- know a brief history and etiquette of the game
 - be introduce to samples of bows, arrows, and their basic parts
 - be introduce to the method of bracing and unbracing the bow
 - demonstrate the correct technique for knocking the arrow and setting the nock
 - execute the techniques for the two different stances
 - establish a bowhold
 - demonstrate the basic steps of shooting
 - demonstrate shooting with basic accuracy
 - demonstrate proper use and care of equipment

Content Detail:

- orientation to archery
 - bracing the bow
 - push-pull method
 - step through method
 - square stance/ open stance
 - drawing and anchoring
 - safety procedures

Module Evaluation:

- **Performance Assessments:**
 - skills test
 - peer evaluating on correct technique
 - perform using basic rules and terminology of sport
- **Product Assessments:**
 - create scoring technique manual
 - check list of safety procedures
- **Written Assessments:**

Prerequisite Skill Areas (if any):

- N/A

Special Resources (materials, equipment & community involvement):

- bows
- arrows
- quires
- arm guards and protective equipment
- targets
- bow strings
- score sheets

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Hayward, Kathleen M. and Lewis, Catherine, "Teaching Archery Steps to Success." The Physical Education Handbook (6th ed.) Englewood Cliffs, NJ: Prentice Hall, 1983.

Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-D1

Module Title: Team Sports (Soccer)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.1, 1.4, 1.7, 1.8 Physical Fitness
- 2.1 – 2.5 Movement
- 3.1 – 3.6 Positive Attitude and Behaviour

Content Focus

- Team Sports

Curriculum Objectives:

At the end of this module, students will:

- know the rules and regulations
- execute learned skills in a game situation
- apply appropriate principles of play in a game situation
- enhance skill level through skill award program
- improve fitness and safety by conditioning for physical activity
- enjoy soccer

Content Detail:

- passing and shooting
- dribbling and tackling
- receiving and ball control
- heading (defensive/attacking)
- goal keeping
- principles of play
 - attacking
 - defensive
- safety

Module Evaluation:

- **Performance Assessments:**
 - skill tests
 - teacher evaluation
 - self evaluation
 - peer evaluation
- **Product Assessments:**
 - progress chart
- **Written Assessments:**
 - tests/quizzes

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- photocopies supplied
- cones
- soccer balls (size 5 -- one per student)
- grid area
- marked field with goal posts
- bibs/jerseys
- community resources (BFA etc.)

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

N/A

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-D2

Module Title: Team Sports (Basketball)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.1 Physical Fitness
- 2.1 – 2.5 Movement
- 3.1 – 3.6 Positive Attitude and Behaviour

Content Focus:

- Team Sports

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- know the rules and regulations
- execute skills appropriately in a game situation
- understand defensive principles (man to man/zone)
- understand 3 out 2 in half-court offense
- demonstrate the fundamental skills of ball handling, shooting and rebounding
- appreciate individual differences amongst peers
- enhance fitness and safety by conditioning for physical activity
- enjoy basketball

- perimeter play
- shooting
- post play
- Individual defense
 - on the ball
 - off the ball
- Team defense
 - zones/man to man
- Team offense (half-court)
 - 3 out 2 in
 - 1) wide
 - 2) box
 - 3) stock
- Ball handling
 - passing
 - dribbling
- Rebounding
 - defensive
 - offensive

Module Evaluation:

- **Performance Assessments:**
 - perform sport using correct skills
- **Product Assessments:**
 - self evaluation
 - peer evaluation
- **Written Assessments:**
 - tests/quizzes

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- basketballs
- cones
- marked basketball court, backboard and rim
- bibs/jerseys

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

N/A

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III		Sequence Reference: PE3403PED-D3			
Module Title: Team Sports (Cricket)		Senior School Level			
Number of Periods: 10 double periods		S1 ☐	S2 ☐	S3 ☒	S4 ☐
Subgoal Emphasis: 1.1, 1.4, 1.8 Physical Education 2.1 – 2.5 Movement 3.1 – 3.6 Positive Attitude and Behaviour		Content Focus Team Sports			
Curriculum Objectives:		Content Detail:			
At the end of this module, students will: - know the laws of cricket - demonstrate appropriate choice skill execution in game situations - understand the duties and signals of the umpires - know the fielding positions - know the terminology of the game - enhance fitness and safety by conditioning for physical activity - appreciate playing cricket		- Fielding - field placement, intercepting and retrieving, throwing and catching (close and in deep) - Batting - grip, stance and back lift, drive (front foot and back foot), forward defensive and back defense, pull shot, square cut, pull to leg and running between the wicket - Bowling - spin bowling, swing bowling, run up, bound, coil, delivery and follow through - Wicket keeping - up to the stumps and standing back - Umpiring - square leg umpire, bowling umpire, umpire's signals			
Module Evaluation:					
Performance Assessments: - skill tests to be evaluated by teacher, peers and self Product Assessments: - project Written Assessments: - tests/quizzes					
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):			
N/A		- cricket balls (5 ½ oz.) - helmets - bats (e.g. Harrow) - pads - gloves - stumps - cones - wicketkeeper gloves - tennis balls - box protectors - community resource(s)			

GLOSSARY:

- **Out-swing Bowling:**
 - Out swing bowlers swing the ball away from the right-handed batsman.
- **In-swing Bowling:**
 - In swing bowlers swing the ball from the right-handed batsman's off-side towards their leg-side.
- **Off-spin Bowling:**
 - Off-spin bowlers spin the ball from the right-handed batsman's off-side towards their leg-side.
- **Leg-spin Bowling:**
 - Leg-spin bowlers spin the ball from right-handed batsman's leg-side towards their off-side.
- **The Bound:**
 - The transfer from the run up into the coil.
- **The Coil:**
 - The position the bowler takes before the actual delivery of the ball.
- **Intercepting:**
 - When a fielder has to run towards the batsman to field the ball.
- **Retrieving:**
 - When a fielder has to run away from the batsman to field the ball.

REFERENCES - TEACHER:

N/A

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-D4

Module Title: Team Sports (Softball)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.2 - 1.8 Physical Fitness
- 2.1, 2.4, 2.5 Movement
- 3.1, 3.3, 3.4 Positive Attitudes and Behaviours

Content Focus:

- Team Sports

Curriculum Objectives:

At the end of this module, students will:

- execute correct and acceptable techniques for throwing, catching and fielding
- identify and understand the basic rules of the game
- demonstrate basic steps of fielding ground balls
- demonstrate basic steps of fielding fly balls
- demonstrate correct pitching techniques
- appreciate individual differences among peers
- demonstrate defensive plays in a softball game
- understand the difference between offensive and defensive plays
- enjoy participation in softball

Content Detail:

- origin and development
- recap throwing skills
- recap catching skills
- fielding ground balls
- fielding fly balls
- backswing
- forward swing/release
- follow-through
- scoring, rules, etiquette
- defensive play

Module Evaluation:

- **Performance Assessments:**
 - skills teacher with feedback from teacher and peers
- **Product Assessments:**
- **Written Assessments:**
 - written quizzes/test on rules and techniques

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- softballs
- bases
- softball gloves
- bats

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Doughty, Neil, ed., Physical Activity and Sport for Secondary School Student. Reston, VA: AAHPERD, 1993.

Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

REFERENCES - STUDENT:

N/A

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION III

Sequence Reference: PE3403PED-D5

Module Title: Team Sports (Netball)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☐

Subgoal Emphasis:

- 1.5 - 1.8 Physical Fitness
- 2.1 - 2.5 Movement
- 3.1 - 3.6 Positive Attitudes and Behaviours

Content Focus:

- Team Sports

Curriculum Objectives:

At the end of this module, students will:

- understand rules and regulations of the game
- demonstrate knowledge of the obstruction rule and contact rule
- understand and be able to execute the umpire's signals
- play a game with minimum personal fouls
- know attacking and defensive strategies

Content Detail:

- rules and regulation of the game
- penalties, free pass, penalty pass, throw-in, toss-up
- advantage play

Module Evaluation:

- **Performance Assessments:**
 - observe of game play
 - play game
- **Product Assessments:**
- **Written Assessments:**
 - test on rules and umpires responsibility
 - test on the importance of leisure time and what it is

Prerequisite Skill Areas

(if any):

- Have successfully completed S2 P.E.

Special Resources

(materials, equipment & community involvement):

- netball court
- netball bibs
- whistles
- rules
- balls

GLOSSARY:

- see netball text

REFERENCES - TEACHER:

Produced in collaboration with the All England Netball Association, Netball Know the Game. ISBN 0 7136 3675 0 A & C. Black Publishers, Ltd. 1994.

Step to Success Netball. Human Kinetic.

REFERENCES - STUDENT:

N/A

Physical Education IV

Course Code: PE4304PED



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL PHYSICAL EDUCATION COURSE OVERVIEW

Title: Physical Education IV

2 credit (s)

60 hour (s)

Prerequisite (s): Physical Education III

S4 level (s)

Course Code: PE4303PED

☐ required or ☒ elective

Course Description

This course will be taught to students who have reached the S4 level in Physical Education (P.E.). The course offers instruction to an advanced level in a variety of physical activities. Students will participate in team sports and dual and individual sports as they pertain to lifetime fitness and recreation.

Course Requirements

In order to meet the requirements for this course students are expected to participate in a minimum of two (2) physical activities, one independent study and one recreational activity. Students' attendance, punctuality and P.E. uniforms are required. Students will select an independent study and a recreational activity after consultation and agreement from the head of the P.E. department.

The requirements for this course is as follows:

Module	#Activities Req.	Module	#Activities Req.
A. Independent Studies	1 out of 4	B. Advanced Sports	1 out of 2
C. Fitness	1 out of 3	D. Recreational Activities	1 in consultation with P.E. Head

Performance Assessments: - performance on specific tasks - evaluation of performance by teacher, self and peers - evidence of sportsmanship	40%
Product Assessments: - research paper - progress chart - project - observation checklist	30%
Written Assessments: - journal - tests and quizzes	30%
Total:	100%

**Assessment Framework adapted from Southampton Middle School Programme*

Course Resources

- Hayward, Kathleen M. and Lewis, Catherine. Archery Steps to Success. ISBN: 0-87322-854-5 Human Kinetics Publishers, 1997.
- Seaton, Don C. et al. The Physical Education Handbook, 6th Ed. Englewood Cliffs, NJ: Prentice, 1983.
- Worth, Sylvia, et al. Rules of the Game - The Complete Illustrated Encyclopedia of all the Sports of the World. ISBN: 0-312-11940-2 Diagram Visual Information Ltd., 1990.
- Philipp, Joan A. and Wilkerson, Jerry D. Teaching Team Sports - A Co-Educational Approach. ISBN: 0-87322-259-8 Human Kinetics, Copyright, 1990.
- Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.
- Kinchin, Gary D. and O'Sullivan, Mary, The Journal of Physical Education, Recreation and Dance. Making Physical Education Meaningful for High School Students. (Vol.70 No. 5 pp 40 - 44), 1999.
- National Association for Sport and Physical Education. Moving Into the Future - National Physical Education Standards: A guide to Content and Assessment.
- Spindt, Gary, et al. Moving for Life - The Kendall Hunt Essentials of Physical Education Programme. Kendall Hunt Publishing Co.
- Bermuda History books and other history books depending on topic chosen by students.
- Gundling, B. and White, J. Creative Synchronized Swimming. IL: Leisure Press Champaign, 1988.
- Forbes, M. Coaching Synchronized Swimming Effectively, 2nd Edition. IL: Leisure Press Champaign.
- Ruggieri, M. Coaching Synchronized Swimming Effectively. IL: Human Kinetics Champaign.
- Thomas, David. Swimming Steps to Success. ISBN: 0-87322-846-4 Human Kinetics Publishers, 1996.
- Baechle, Thomas R. and Groves, Barney R. Weight Training Steps to Success, 2nd Ed. ISBN: 0-88011-718-4 Human Kinetics.
- Baechle, Thomas R. and Groves, Barney R. Weight Training Instruction Steps to Success, 2nd Ed. ISBN: 0-87322-618-6 Human Kinetics.
- Pearl, Bill, Weight Training for Men and Women - Getting Stronger. ISBN: 0-679-73269. Shelter Publications Inc.
- Doughty, Neil, Ed. Physical Activity and Sport for Secondary School Students. Reston, VA: AAHPERD, 1993.
- Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.
- Distance Runners Log Book.
- Hohn, Richard C. and Pate, Russell R. Health and Fitness Through Physical Education. ISBN: 0-87322-490-6 Human Kinetics Publishers, 1994.

Evans, Marc, forward by Tinley, Scott, Endurance Athlete's Edge. ISBN: 0-87322-938-X Human Kinetics Publishers, 1997.

All England Netball Association. Netball - Know the Game. ISBN: 0-7136-3675-0 A&C Black Publishers Ltd., 1996.

Diagram Group, Rules of the Game - The Complete Illustrated Encyclopedia of all the Sports of the World. ISBN:0-312-11940-2. New York: St. Martin's Press, 1990.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Independent Studies	10	B. Advanced Sports	10
- running programme design		- archery individual/dual	
- coaching		- netball team	
- cultural studies			
- sport in Bermuda			
C. Fitness	8	D. Recreational Activities	10
- body building		- bowling or similar	
- lab assistant			
- synchronized swimming			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL PHYSICAL EDUCATION

check one: S1 ☐ S2 ☐ S3 ☐ S4 ☒

Physical Education IV

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Developing Physical Fitness	1.1	Level of fitness	x		x	
		1.2	Assess personal fitness	x			
		1.3	Personal fitness plan		x		
		1.4	Demonstrate proper posture	x	x		
		1.5	Positive principle	x	x		
		1.6	Fitness principle	x			
		1.7	Goal setting				x
		1.8	Appreciate lifelong fitness	x	x	x	x
		1.9	Manage success		x		x
2	Developing Movement Skills	2.1	Perform activities	x	x	x	x
		2.2	Efficient movement	x	x	x	
		2.3	Appreciate efficient movement	x	x	x	
		2.4	Movement knowledge	x	x	x	
		2.5	Leisure time	x	x	x	x
3	Developing Wholesome Attitudes and Behaviours	3.1	Positive self concept		x	x	x
		3.2	Appropriate differences		x	x	x
		3.3	Self directions	x	x	x	x
		3.4	Appreciate differences		x	x	x
		3.5	Interpersonal communication	x	x	x	x
		3.6	Physical education career	x	x	x	x
CONTENT STRUCTURE		Aquatic Activities					
		Individuals Dual Sports			x		
		Team Sports					
		Fundamental Movement Activities		x			
		Rhythmic Activities					
		Recreational Activities					x
		Physical Fitness Activities				x	
		MODULES		A	B	C	D

MODULE KEY

A - Independent Studies
B - Advanced Sports

C - Fitness
D - Recreational Activities

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV Module Title: Independent Studies (Running Programme Design) Number of Periods: 10 double periods	Sequence Reference: PE4304PED-A1 Senior School Level <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">S1</td> <td style="width: 25%;">S2</td> <td style="width: 25%;">S3</td> <td style="width: 25%;">S4</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: • 1.1 - 1.9 Physical Fitness • 2.1 - 2.5 Movement • 3.1 - 3.6 Positive Attitudes and Behaviors	Content Focus • Independent Studies								
Curriculum Objectives:									
At the end of this module, students will: • know different types of running sprint middle and long cross country and road • know the importance of having a running programme to follow • know how to write a basic running programme • demonstrate improved cardio-vascular conditioning • demonstrate self-improvement by competing in at least 2 running competitions • know how to warm-up and cool down efficiently	Content Detail: • programme writing • weekly log records and goal setting • running styles and techniques • running pace, target heart rate • FIT principles (frequency, intensity and time) • positive attitudes • warm-up/cool down								
Module Evaluation:									
• Performance Assessments: - run no less then 9 miles a week • Product Assessments: - keep a weekly log recording work out an time taken • Written Assessments: - write running programme									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• successful completion of S2 P.E. course • teacher's approval	• video machine and tapes • computer • resource books • stop watches • log book								

GLOSSARY:

- FIT index: Frequency Intensity and Time an activity is done
- Muscle fatigue: When muscles are tired from working

REFERENCES - TEACHER:

Hohn, Richard C. and Pate, Russell R. Health and Fitness Through Physical Education. ISBN: 0-87322-490-6 Human Kinetics Publishers, 1994.

Evans, Marc, forward by Tinley, Scott, Endurance Athlete's Edge. ISBN:0-87322-938 Xhuman Kinetics Publishers, 1997.

Distance Runners Log Book.

REFERENCES - STUDENT:

Bizzley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

Evans, Marc, forward by Tinley, Scott, Endurance Athlete's Edge. ISBN:0-87322-938 Xhuman Kinetics Publishers, 1997.

Distance Runners Log Book.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV Module Title: Independent Studies (Coaching) Number of Periods: 10 double periods		Sequence Reference: PE4304PED-A2 Senior School Level <table border="1"> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☒</td> </tr> </table>		S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4								
☐	☐	☐	☒								
Subgoal Emphasis: 1.1, 1.6 - 1.9 Physical Fitness 2.1 - 2.5 Movement 3.1 - 3.6 Positive Attitudes and Behavior		Content Focus Independent Studies									
Curriculum Objectives: At the end of this module, students will: - know the role of the coach - know what coaching aids are and how they are used - know and understand the main principles of training (specificity, overload, progression) - demonstrate the FIT principles in a training programme - understand different training methods (weight, circuit, interval, continuous) - include different training methods in a training programme - understand the importance of nutrition and diet		Content Detail: - skill acquisition - technique - physical state - mental state - safety factors in training - programme design - tactics and teamwork - coaching knowledge									
Module Evaluation: Performance Assessments: - develop and perform a coaching programme Product Assessments: - weekly log of all coaching sessions Written Assessments: - to write a training program including: - terminology - FIT principles - the principles of training - diagrams to illustrate drills etc.											
Prerequisite Skill Areas (if any): - successful completion of S3 P.E course - teacher's approval - previous experience in chosen sport on a school team at senior school level and/or club team or higher		Special Resources (materials, equipment & community involvement): - coach to work with student - resource materials - log book - video machine and tapes - whistle									

GLOSSARY:

- Coaching aids: Equipment that can make coaching easier.
- Acquisition of skills: The most important part of learning or starting a physical activity is learning the skill. The higher the level of skill the better the performance.
- Technique: The manner, in which someone performs, closely linked to skill. Learn the correct technique for the skill.
- Weight Training: Exercises done using weights to increase strength.
- Circuit Training: Allows a variety of exercises to be performed in different areas or stations.
- Interval Training: A period of work followed by a period of rest.
- Continuous training: Activities that keep the pulse and heart rate high.
- Fartlek Training: Based on a Swedish method of training, it means speed training and is a form of continuous training.

REFERENCES - TEACHER:

Philipp, Joan A. and Wilkerson, Jerry D. Teaching Team Sports - A Co-Educational Approach. ISBN: 0-87322-259-8 Human Kinetics, Copyright, 1990.

Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

REFERENCES - STUDENT:

Philipp, Joan A. and Wilkerson, Jerry D. Teaching Team Sports - A Co-Educational Approach. ISBN: 0-87322-259-8 Human Kinetics, Copyright, 1990.

Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV Module Title: Independent Studies (Cultural Study Program) Number of Periods: 10 double periods	Sequence Reference: PE3403PED-A3 Senior School Level <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>S1</td> <td>S2</td> <td>S3</td> <td>S4</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: • 1.1 Physical Fitness • 2.2 - 2.5 Movement • 3.1 - 3.3, 3.6 Positive Attitudes and behaviours	Content Focus: • Independent Studies								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: • demonstrate a higher level of understanding of chosen sport, with both rules and skills • understand the role of a student on a club or school team • understand how their involvement with a team affects family and friends • know the history and the origin of the game, and which group are usually more successful with playing this sport and why • be able to discuss the pros and cons about their schools inter school sports programme and their schools intra mural programme	• the study sport and physical activity from a sociocultural perspective • role of sport and physical activity in their own lives and in the community • theoretical investigation of sport in society • physical activity • team or individual sport (student choice) • cultural study of chosen sport								
Module Evaluation:									
• Performance Assessments: - oral presentation of research paper - class discussion and involvement • Product Assessments: - research paper: on the history and cultural facts of the chosen sport • Written Assessments: - journal writing									
Prerequisite Skill Areas	Special Resources								
(if any):	(materials, equipment & community involvement):								
• successful completion of S2 P.E. course • knowledge of basic rules of chosen sport and be able to do pre test • teacher's approval	• video machine • computers • resources books • guest speakers								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kinchin, Gary D. and O'Sullivan, Mary, The Journal of Physical Education, Recreation and Dance. Making Physical Education Meaningful for High School Students. (Vol. 70 No. 5 pp 40 - 44), 1999.

National Association for Sport and Physical Education. Moving Into the Future - National Physical Education Standards: A guide to Content and Assessment.

Spindt, Gary, et al. Moving for Life - The Kendall Hunt Essentials of Physical Education Programme. Kendall Hunt Publishing Co.

Bermuda History books and other history books depending on topic chosen by students.

REFERENCES - STUDENT:

Spindt, Gary, et al. Moving for Life - The Kendall Hunt Essentials of Physical Education Programme. Kendall Hunt Publishing Co.

Kinchin, Gary D. and O'Sullivan, Mary, The Journal of Physical Education, Recreation and Dance. Making Physical Education Meaningful for High School Students. (Vol. 70 No. 5 pp 40 - 44), 1999.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV Module Title: Independent Studies (Sport in Bermuda) Number of Periods: 10 double periods	Sequence Reference: PE4304PED-A4 Senior School Level <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">S1</td> <td style="padding: 2px;">S2</td> <td style="padding: 2px;">S3</td> <td style="padding: 2px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px;">☐</td> <td style="text-align: center; padding: 2px;">☐</td> <td style="text-align: center; padding: 2px;">☐</td> <td style="text-align: center; padding: 2px;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: 1.1 - 1.5 Physical Fitness 2.1, 2.4, 2.5 Movement 3.1 - 3.6 Positive Attitudes and Behaviors	Content Focus Independent Studies								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: - select 2 candidates that they feel should be included in the Bermuda Hall of Fame - establish a simulated Bermuda Sports Hall of Fame - write a brief history of a chosen sport - write a brief history of that sport in Bermuda - know how the athlete has given back to Bermuda since their retirement from the sport	- history of the sport - history of the sport in Bermuda - history of an outstanding athletes in the sport - importance of outstanding people in sport								
Module Evaluation:									
Performance Assessments: - oral presentation Product Assessments: - project Written Assessments: - written report - personal involvement with sports, as athlete and coach assistant									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
- successful completion of S2 P.E. course - teacher's approval	- video machine and tapes - computer - resource books - public library membership								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bizley, Kirk, The History of Sport - Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

REFERENCES - STUDENT:

Diagram Group, Rules of the Game - The Complete Illustrated Encyclopedia of all the Sports of the World. ISBN:0-312-11940-2 St. Martin's Press New York, 1990.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV Module Title: Advanced Sports Archery (Individual/Dual) Number of Periods: 10 double periods	Sequence Reference: PE4304PED-B1 Senior School Level <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						

Subgoal Emphasis: • 1.4 - 1.9 Physical Fitness • 2.1 - 2.5 Movement • 3.1 - 3.6 Positive Attitudes and Behaviors	Content Focus • Advanced Sports
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: • understand how to change the point of aim • be able to use more then one shooting stance • be able to shoot with accuracy moving from one target to another in a field setting • be able to shoot with accuracy shooting from different positions standing, kneeling and laying • understand basic rules of Field Archery • show intermediate advance shooting style and technique • complete basic tournament	• stances square, open and closed • wrist position • anchor positions • self analyze

Module Evaluation:
• Performance Assessments: - skills test to be evaluated by teacher and peers • Product Assessments: • Written Assessments: - written test on the fundamentals of archery

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
• successful completion of archery in S3 • successful completion of P.E. S3 course	• bows, arrows, quires • arm guards, finger guards • targets, Bow Strings • score sheet

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Hayward, Kathleen M. and Lewis, Catherine, Teaching Archery Steps to Success. The Physical Education Handbook, 6th Ed. Englewood Cliffs, NJ: Prentice Hall, 1983.

Seaton, Don C. et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

Worth, Sylvia, et al. Rules of the Game - The Complete Illustrated Encyclopedia of all the Sports of the World. ISBN: 0-312-11940-2 Diagram Visual Information Ltd., 1990.

REFERENCES - STUDENT:

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV

Sequence Reference: PE4304PED-B2

Module Title: Advanced Sports (Netball Team)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☐	☒

Subgoal Emphasis:

- 1.1 - 1.9 Physical Fitness
- 2.1 - 2.5 Movement
- 3.1 - 3.6 Positive Behaviors and Attitudes

Content Focus:

- Advanced Sports

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- know how to play division level
- umpire a middle school league game
- know the hand signals used when umpiring a game
- coach a beginner's team

- rules of the game
- team position
- hand signals
- advanced level of play and officiating
- umpire rules and procedures

Module Evaluation:

- **Performance Assessments:**
 - coach games
 - play game
- **Product Assessments:**
 - log of drills and lead up games used for coaching
- **Written Assessments:**
 - tests and quizzes

Prerequisite Skill Areas

(if any):

- successful completion of P.E. S3 course
- teacher's approval to take course

Special Resources

(materials, equipment & community involvement):

- Bermuda Netball Association
- Middle school netball team
- Netball Rule book
- netball and whistle
- netball court

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

All England Netball Association. Netball - Know the Game. ISBN: 0-7136-3675-0 A&C Black Publishers Ltd., 1996.

REFERENCES - STUDENT:

All England Netball Association. Netball - Know the Game. ISBN: 0-7136-3675-0 A&C Black Publishers Ltd., 1996.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV		Sequence Reference: PE4304PED-C1	
Module Title: Fitness (Body Building)		Senior School Level	
Number of Periods: 8 double periods		S1 ☐	S2 ☐
Subgoal Emphasis:		S3 ☐	S4 ☒
• 1.1 - 1.8 Physical Fitness • 2.1 - 2.5 Movement • 3.1 - 3.5 Positive Attitudes and Behaviours		Content Focus: • Fitness	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: • execute general conditioning workout • understand basic terminology and fundamental principal of lifting • demonstrate correct lifting techniques and know which muscles groups are involved • have a basic knowledge of the physiological changes that occur in the body • know how to set up a training program • understand the affects of body building • have an understanding of competitive bodybuilding		• history and purpose • etiquette in weight room and with lifting weights • muscle toning • training programme • competitive bodybuilding • posing • twelve basic poses	
Module Evaluation:			
• Performance Assessments: - perform body building activity which will be evaluated by teacher and peers • Product Assessments: - project • Product Assessments:			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
• S3 Physical Conditioning using Weights		• free weights or weight machines • bodybuilding video tapes • scale • floor mats or stretching area • presentation from Miss Fitness	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Baechle, Thomas R. and Groves, Barney R. Weight Training Steps to Success, 2nd Ed. ISBN: 0-88011-718-4 Human Kinetics.

Baechle, Thomas R. and Groves, Barney R. Weight Training Instruction Steps to Success, 2nd Ed. ISBN: 0-87322-618-6 Human Kinetics.

Pearl, Bill, Weight Training for Men and Women - Getting Stronger. ISBN: 0-679-73269. Shelter Publications Inc.

REFERENCES - STUDENT:

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV

Sequence Reference: PE4304PED-C2

Module Title: Fitness (Lab Assistant)

Senior School Level

Number of Periods: 8 double periods

S1	S2	S3	S4
☐	☐	☐	☒

Subgoal Emphasis:

- 1.1 - 1.8 Physical Fitness
- 2.1, 2.3, 2.5 Movement
- 3.1 - 3.6 Positive Behavior and Attitude

Content Focus:

- Fitness

Curriculum Objectives:

At the end of this module, students will:

- work with a trained instructor
- assist participants with a training programme
- know and understand the importance of fitness
- know what muscle groups each machine in the lab works
- know how to work with a client instructing them in a work out using the machines
- write a basic fitness programme for self and implement it
- show improvement in their cardiovascular system
- show improvement in muscle tone and strength

Content Detail:

- the role of a fitness instructor
- muscle groups and basic mechanics
- principles of training
- safety in fitness
- fitness concepts
- career opportunities
- lifetime activity

Module Evaluation:

- **Performance Assessments:**
- work with client
- **Product Assessments:**
- log of activities and duties at the fitness center
- **Written Assessments:**
- write a personal fitness program including:
 - a. terminology
 - b. FIT principles
 - c. Principles of training
 - d. Include personal improvement chart

Prerequisite Skill Areas

(if any):

- successful completion of S2 P.E. course.
- teacher approval

Special Resources

(materials, equipment & community involvement):

- fitness instructor to work with student
- resource material
- log book and guide
- training center/health club

GLOSSARY:

- Fitness: Basically it is having a highly efficient body which can cope with high level of physical demand.
- General Fitness: To be in good health and be able to carry out everyday tasks comfortably.
- Specific Fitness: Is an extension of general fitness where a person takes part in a particularly demanding activity or they compete at a high level.

REFERENCES - TEACHER:

Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

REFERENCES - STUDENT:

Bizley, Kirk, Examining Physical Education. ISBN 0-435-50653-6 Heinemann Educational Publishers, 1996.

Hohn, Richard C. and Pate, Russell R. Health and Fitness through Physical Education. ISBN: 0-87322-490-6 Human Kinetics Publishers, 1994.

Evans, Marc forward by Tinley, Scott, Endurance Athlete's Edge. ISBN: 0-87322-938-X Human Kinetics Publishers, 1997.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV

Sequence Reference: PE4304PED-C3

Module Title: Fitness (Synchronized Swimming)

Senior School Level

Number of Periods: 8 double periods

S1	S2	S3	S4
☐	☐	☐	☒

Subgoal Emphasis:

- 1.1 - 1.9 Physical Fitness
- 2.1 - 2.5 Movement
- 3.1 - 3.6 Positive Attitudes and Behaviours

Content Focus:

- Fitness

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate correct technique in Sculling
- be able to perform basic moves
- be able to perform basic routine to music
- demonstrate teamwork when performing together
- teach a group of novices the rudiments of synchronized swimming

- Outward/Inward Sculling
- ballet leg
- ballet double leg
- bent knee
- knight castle
- vertical
- tuck
- front pike
- back pike
- split

Module Evaluation:

- **Performance Assessments:**
- create a solo routine 1 minute
- **Product Assignments:**
- **Written Assignments:**

Prerequisite Skill Areas

(if any):

- Pass Instructional Swimming or Water Safety

Special Resources

(materials, equipment & community involvement):

- resources
- pool
- music and disc or tape player

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Gundling, B. and White, J. Creative Synchronized Swimming. IL: Leisure Press Champaign, 1988.
- Forbes, M. Coaching Synchronized Swimming Effectively 2nd Edition. IL: Leisure Press Champaign.
- Ruggieri, M. Coaching Synchronized Swimming Effectively. IL: Human Kinetics Champaign.
- Thomas, David, Swimming Steps to Success. ISBN: 0-87322-846-4 Human Kinetics Publishers, 1996.

REFERENCES - STUDENT:

- Gundling, B. and White, J. Creative Synchronized Swimming. IL: Leisure Press Champaign, 1988.

PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION IV

Sequence Reference: PE4304PED-D

Module Title: Recreational Activities (Bowling)

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☐	☒

Subgoal Emphasis:

- 1.4, 1.5 Physical Fitness
- 2.4, 2.5 Movement
- 3.2, 3.3 Positive Attitudes and Behaviours

Content Focus:

- Recreational Activities

Curriculum Objectives:

At the end of this module, students will:

- know rules and how to score
- perform the proper grip and stance used in bowling
- demonstrate an approach delivery release and follow-through
- explain two methods of aiming
- demonstrate how to make at least one two-pin spare
- exhibit fair play and good sportsmanship
- know etiquette
- use terminology

Content Detail:

- orientation of history, rules and etiquette
- stance
- ball grips
- four step approach
- straight ball
- hook ball
- release/ follow-through
- scoring
- spares
- strikes

Module Evaluation:

- **Performance Assessments:**
- perform game
- **Product Assessments:**
- scoring worksheets
- **Written Assessments:**
- written quizzes/test

Prerequisite Skill Areas

(if any):

-

Special Resources

(materials, equipment & community involvement):

- access to bowling lanes
- bowling balls
- bowling shoes
- worksheets

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Doughty, Neil, Ed. Physical Activity and Sport for Secondary School Student. Reston, VA: AAHPERD, 1993.

Seaton, Don C. et al. Physical Education Handbook. Englewood Cliffs, NJ: Prentice Hall, 1983.

REFERENCES - STUDENT:

EXEMPLAR SCORING GUIDE (0 - 4 Scale)

		EQUIVALENT	
Level	Definition	Letter	% mark
4	An excellent performance • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative	A	90-100
3	A good performance • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions	B	80-89
2	A fair performance • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions	C	70-79
1 (R)	A poor performance • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required.	D	60-69
0 (R)	An unscorable performance • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required.	F	Below 60

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

SENIOR 1 PHYSICAL EDUCATION I CURRICULUM OBJECTIVES AT A GLANCE PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
AQUATICS (Instructional Swimming) ☐ perform basic swimming skills ☐ perform correct breathing techniques ☐ execute proper form in competitive swim strokes ☐ perform basic shallow dive ☐ demonstrate proper timing with kick and arm pull for breast and butterfly strokes ☐ execute basic competitive turns			INDIVIDUAL AND DUAL SPORTS (Badminton) ☐ know basic badminton terminology ☐ identify and understand the rules for singles and double play ☐ execute the fundamental skills of serving, volleying and smashing ☐ demonstrate proper footwork, positioning and strategic maneuvering in singles and doubles		
AQUATICS (Sailing) ☐ know boat safety and PFD knowledge ☐ know the parts of a boat and know the names of sailboats ☐ know directions on a boat ☐ know boat and personal safety ☐ identify the direction of the wind ☐ know how to rig a boat ☐ know how to capsize and right ☐ demonstrate simple sheet adjustments while underway			INDIVIDUAL AND DUAL SPORTS (Golf) ☐ identify and carry out courtesies associated with golf ☐ identify and know the basic rules of the game ☐ demonstrate the following skills: - grips - stance - swing - pitch - putt ☐ know club selection for various distances		
AQUATICS (Water Safety and Survival) ☐ know safety procedures for beach, docks and pools ☐ tread water ☐ use clothing articles as flotation devices ☐ use familiar items as lifesaving tools ☐ reason and talk a victim to safe water ☐ know basic first aid for minor water and beach injuries			INDIVIDUAL AND DUAL SPORTS (Gymnastics) ☐ demonstrate proper warm-up exercises ☐ demonstrate knowledge of safety (spotting etc.) ☐ develop self confidence through achievement ☐ demonstrate five tumbling stunts on the mat ☐ demonstrate three tumbling stunts in a floor exercise routine		

SENIOR 1 PHYSICAL EDUCATION I CURRICULUM OBJECTIVES AT A GLANCE PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
INDIVIDUAL AND DUAL SPORTS (Tennis) ☐ know brief history and etiquette of the game ☐ identify and apply rules and correct scoring system ☐ demonstrate the fundamental skills of serving ground strokes, volley and smashing ☐ describe the basic terminology ☐ analyze good skill technique			TEAM SPORTS (Netball) ☐ demonstrate a skilled intermediate level of play in practice or game situations ☐ demonstrate speed, accuracy and balance when performing skills ☐ know game rules and penalties ☐ demonstrate offensive and defensive play		
INDIVIDUAL AND DUAL SPORTS (Track & Field) ☐ execute correct and acceptable techniques for running, jumping and throwing events ☐ know rules of the various disciplines ☐ describe rules for measuring and recording field events ☐ appreciate individual differences among peers ☐ set personal goals to achieve performance levels ☐ enhance fitness and safety by conditioning for physical activity ☐ enjoy participation in track and field events			TEAM SPORTS (Soccer) ☐ show variety and consistency in game situations ☐ execute offensive and defensive strategies ☐ demonstrate roles associated with various positions ☐ illustrate set pieces from corners and free kicks ☐ produce a match journal ☐ analyze the rules of the game ☐ enjoy playing soccer		
TEAM SPORTS (Basketball) ☐ demonstrate refinement of game skills and tactics ☐ know various offensive and defensive sets ☐ practice safety procedures ☐ know the rules of the game ☐ know terminology of the game ☐ enhance fitness and safety by conditioning for physical activity ☐ enjoy playing basketball			TEAM SPORTS (Volleyball) ☐ apply safety guidelines ☐ define volleyball terminology ☐ know game rules and scoring procedures ☐ devise offensive and defensive game strategies ☐ demonstrate appropriate choice of skill execution in game situations ☐ enhance fitness and safety by conditioning for physical activity ☐ enjoy volleyball		

SENIOR 1 PHYSICAL EDUCATION I CURRICULUM OBJECTIVES AT A GLANCE PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
RECREATIONAL ACTIVITIES (Bowling) ☐ accurately score game results on worksheets ☐ display proper lane etiquette ☐ adhere to all rules/regulations ☐ practice safety procedures ☐ enjoy bowling RECREATIONAL ACTIVITIES (Table Tennis) ☐ know the basic rules of table tennis ☐ demonstrate good footwork ☐ demonstrate the two basic grips ☐ perform forchand/backhand strokes ☐ know the history of the game ☐ enhance fitness and safety by conditioning for physical activity ☐ enjoy playing table tennis PHYSICAL FITNESS (Aerobic Dance) ☐ demonstrate means of determining target heart rate zone ☐ demonstrate intermediate aerobic dance routines ☐ know the personal benefits ☐ develop a positive attitude towards life-time fitness			PHYSICAL FITNESS (Personal Fitness) ☐ analyze components of physical fitness ☐ recognize fitness principles ☐ demonstrate an appreciation of fitness maintenance and improvement ☐ assess personal fitness ☐ analyze a plan for personal fitness and physical conditioning ☐ devise a plan for personal fitness ☐ demonstrate improvements in level of health fitness		

ADAPTED PHYSICAL EDUCATION

This overview of the adapted physical education programme is designed to provide physical education practitioners with an understanding of their role as a supporter in the delivery of a comprehensive adapted curriculum for those students with psychomotor movement problems. With careful planning and flexible application, adapted physical education activities should enable students to utilize their bodies efficiently in approaching and maximizing their potential in the cognitive, affective and psychomotor domains. Early diagnosis and intervention, combined with sound programming and periodic evaluation, should increase the opportunity for optimal success in each student's remediated physical education programme.

The Nature of Adapted Physical Education

Adapted physical education is a programme in which there is an adjustment of activities suited to the interests, capacities (cognitive) and limitations (physical) of the student who may not safely or successfully participate in the regular physical education programme. This programme will provide a carefully planned sequence of learning experiences designed to assist students in fulfilling their physical growth, social development and behavioural needs. A primary objective in the design of the adapted physical education programme is to correlate the key competencies as closely as possible to the competencies indicated in the regular physical education programme.

The Rationale for Adapted Physical Education

Most students acquire functional psychomotor ability in their normal growth and development. However, some other students exhibit developmental delays in this area. Given that individual students will appear on a developmental scale at different and specific points, optimal growth for these students displaying developmental delays can only proceed if appropriate adapted activities are individually prescribed and added to existing psychomotor structures. Age appropriate activities are developed through teacher competences which adapt curriculum, equipment and methods of instruction to meet individual needs.

Eligibility for Adapted Physical Education

Students are referred to the Department of Education's Referral Team after it has been established at the student's school based Team Meeting that the student may require additional remedial services. At this point, the identification of the existence of a handicapping condition is determined by the Referral Team and a recommendation made for an assessment. The determination of the need for specialized service is then made by the adapted physical education teacher based on the results of the Motor Skills Assessment. Services will then be put in place to address the student's special needs.

Special needs students are those students who have been identified as a result of the assessment as having a temporary or long-term need arising from cognitive, affective or psychomotor factors, or any combination of these. Students with the following conditions have participated in the adapted physical education programme in Bermuda: the mentally challenged, hearing or visually impaired, socially and emotionally disturbed, orthopedically impaired and other health impaired (OHI).

Delivery of Adapted Physical Education Services

Adapted physical education services are delivered by physical educators with specialized training in adapted physical education and/or motor development training. Service is delivered twice weekly for two half-hour sessions, usually on a one-to-one basis. However, there are times when the services accommodate up to five students in a session. The adapted physical educator, after consultation with the school-based physical education teacher, will prepare an Individualized Education Programme (I.E.P) for each involved student. This I.E.P. is implemented and monitored throughout the school year, with adjustments made when and where necessary.

The Role of School Based Physical Education Teachers

The role of the school based physical educator is crucial in the life of the special needs student. Physical educators can identify early, those students who may require assistance and make adjustments in their regular physical education programme. They may also make recommendations for the adapted physical educator to administer a motor skills assessment test and then consult with the adapted physical educator on strategic plans of action to address the student's deficient motor skill(s). Physical education teachers should consider the following when planning for and teaching the special needs student:

- avoid complicated directions
- use a teacher assistant
- assign student helpers when appropriate
- increase classroom organization
- allow longer time for concept and skill attainment
- maintain visual contact when giving directives
- maintain auditory channel for visually impaired or blind students
- have many short activities as opposed to one long one
- use the discovery teaching method (i.e. Can You ...?; Who can show me how to ...?)
- use larger objects if available (i.e. larger balls, racquets, etc.), gradually reducing in size
- reduce or enlarge the playing area or distance depending on the activity
- use larger targets, gradually reducing in size
- use lighter weight objects
- use brighter coloured objects (for visually impaired students).

SAFETY AT SCHOOLS

The Ministry of Labour and Home Affairs, Health and Safety at Work Act, 1982 provides standards for Safety at School. As developed by the Advisory Council for Health and Safety, these guidelines and similar ones developed in the future are of paramount importance to the well-being of our staff and students. It is expected that all staff members will follow these written guidelines. These are written in the following three documents:

- HSG7 General Advice
- HSG9 Safety in Practical Subjects
- HSG10 Safety in Science Laboratories

These documents suggest safety precautions for all those who work in or attend schools. It is important that teachers, administrators and other users of present school facilities be aware of the dangers which can arise from the incorrect use of materials and equipment. In the senior school, no activity should be undertaken unless it can be made reasonably safe. If the resources are not available to ensure safety, then that activity should not be continued and some other means found to safely provide the necessary educational experience. It is expected that teachers of science, design and technology, family studies, physical education, visual arts and dance pay particular attention to advice for safety in practical subjects and science laboratories.

Specific Safety Guidelines:

- Provide adequate space beyond the finish line for gradual stopping
- Prohibit diving into the landing pits or using unrelated equipment to elevate oneself
- Designate a specific and appropriate waiting area at each station
- Keep the discus and shot put areas clearly marked and away from other areas, and develop a system for the safe throwing and retrieving of the implements
- Keep the horizontal jump landing pits soft and raked
- Use only foam landing pits for the high jump
- Progress by degrees, especially in the hurdles, high jump and distance runs
- Provide more than one take-off mark for the horizontal jumps to accommodate individual differences and varied skill levels

NOTE: Pole vault, javelin and hammer throw are not part of the physical education instructional programme.

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
PHYSICAL EDUCATION I**

LIBRARY INFORMATION	S1 Students will:
Orientation and Organization	Construct a bibliography of sources used to compile information on outstanding individual/dual sports personalities
Selection and Utilization	use various forms of literature to gather information on the Olympic Games
Research and Thinking Skills	use library sources to compile a report on an individual/ dual or team sport
Appreciation of Literature	read biography of an individual/dual or team sports related hero or heroine

INFORMATION TECHNOLOGY	S1 Students will:
Word Processing	Produce a report project on a selected individual/dual or team sport
Spreadsheet	N/A
Databases	compile a database of individual/dual athletes, their specific fields and other facts of interest
Desktop Publishing	with the aid of Art Shop Deluxe, PrintShop Artists, Adobe Illustrator, etc., create a poster related to safety rules in an individual/dual or team sport produce visual aids for oral presentations

CAREER EDUCATION	S1 Students will:
Self Assessment	- compare and contrast journal entries identifying their strengths in individual/dual sports - critique performances of self and others in individual/dual, team sports and aquatics
Career Directions	- identify individual/dual sports related careers - interview professional fitness and sports persons in the community - interview sports administrators in the community
Career Planning	- organize mini individual/dual and team sports events - identify prerequisites for individual/dual and team sport related careers

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS**

PHYSICAL EDUCATION I

LIBRARY INFORMATION	S1 Students will:	INFORMATION TECHNOLOGY	S1 Students will:	CAREER EDUCATION	S1 Students will:
Appreciation of Literature	• examine assumptions and bias in information • identify criteria used to evaluate information • articulate the stages of the research process • examine assumptions and bias in own product and process • understand plagiarism and copyright • examine the authority, validity and reliability of print and online resources	Desktop Publishing	• maintain an appropriate tone in presenting research through diction and detail • begin to use presentation software to present research		
Production, Application and Communication	• use references to approach a topic • independently use the public library to locate information • judge if a problem has been identified and solved	Enrichment/ Demonstrative Software	• use simulation strategies to explore ideas during research process • participate in a sustained electronic conference to share and contribute ideas		

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS**

PHYSICAL EDUCATION I

LIBRARY INFORMATION	S1 Students will:	INFORMATION TECHNOLOGY	S1 Students will:	CAREER EDUCATION	S1 Students will:
Production, Application and Communication	• create a multimedia presentation on the history and culture of an individual/ dual or team sport	Enrichment/ Demonstrative Software	N/A		
		Internet Use	• begin to search the Internet using a range of strategies relevant to a variety of single search engines • identify cause and effect • analyze conflicting information • recast a product in a new format for a range of purposes and audiences • use Internet to keep abreast of individual/dual or team sports events • use the Internet to dialogue with students who have similar interests in sport • use the Internet to research sports related topics of interest • use the Internet to research Olympic related topics		

PLANNING FOR INTEGRATED CURRICULUM IN THE SENIOR SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impacts on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

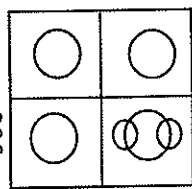
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development, perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

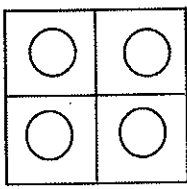
Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum

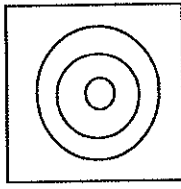
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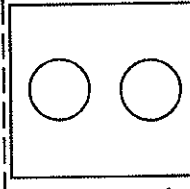
Connected



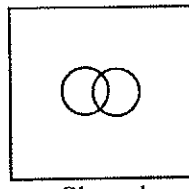
Fragmented



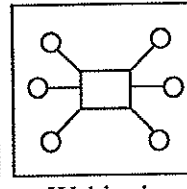
Nested



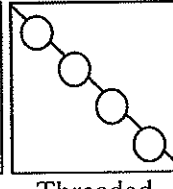
Sequenced



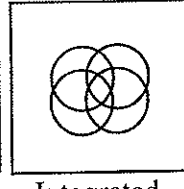
Shared



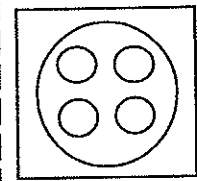
Webbed



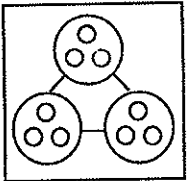
Threaded



Integrated



Immersed



Networked

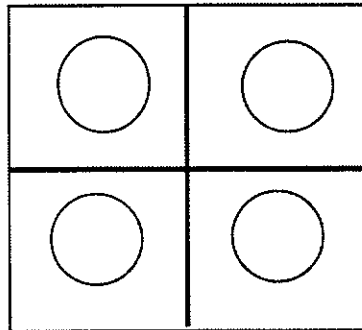
Within single
disciplines

Across several disciplines

Inside the
mind of the
learner

Design options for curriculum might include:

Disciplined-based

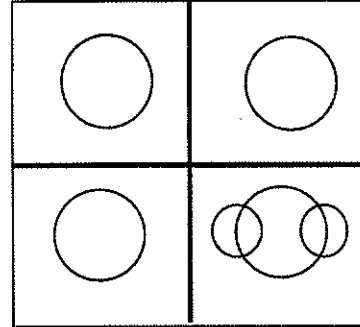


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in ics, science and social studies.



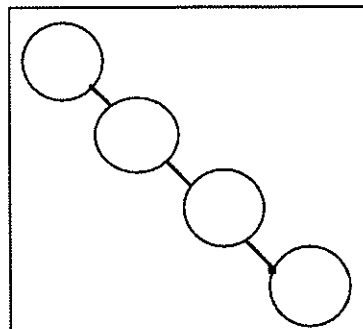
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to next and relates idea(s)

Example

Teacher relates the concept of to decimals, which in turn relates to money, grades,

Parallel Disciplines

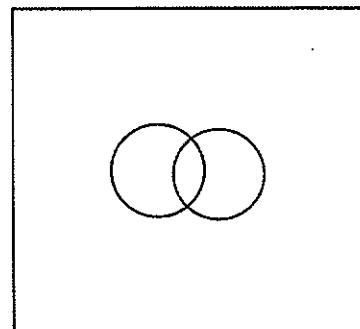


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science lab experiments while the social studies teacher targets forecasting current events and thus threads the skill (prediction) across all



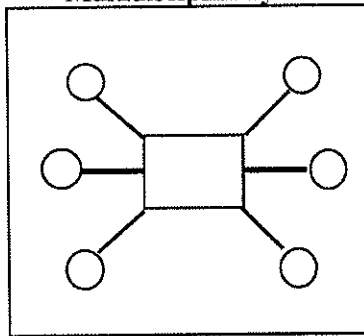
Description

Shared planning and teaching take place in two disciplines in which lapping concepts or ideas emerge as organizing

Example

Science and mathematics teachers data collection, charting and as shared concepts that can be team-taught.

Multidisciplinary



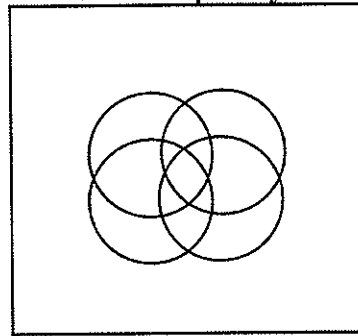
Description

The fertile theme is webbed to link contents and disciplines; use the theme to sift out appropriate concepts, topics and

Example

Teacher presents a simple topical theme, such as the circus, and webs into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme

Interdisciplinary



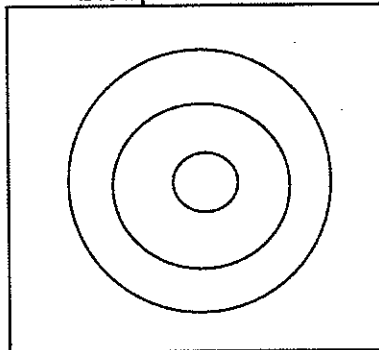
Description

This interdisciplinary approach matches subjects for overlaps in and concepts with some team in an authentic integrated

Example

In science, the arts, health family studies and design and technology, teachers look for patterning models and approach content through these

Disciplined-based



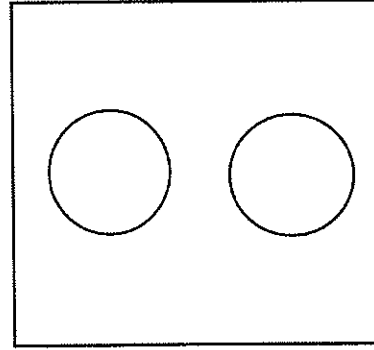
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill)

Parallel-based

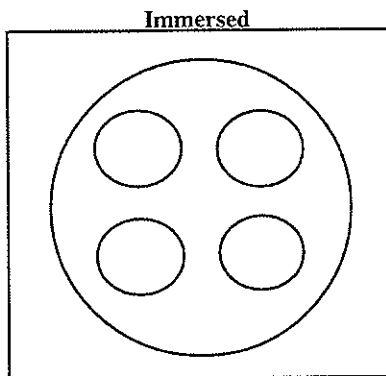


Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

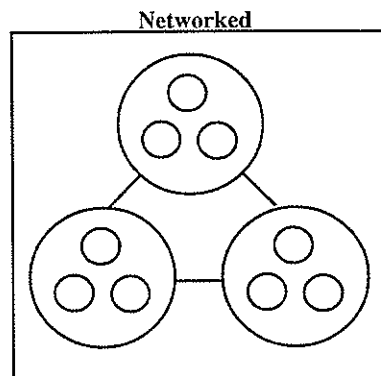
Example

English Language Arts teacher an historical novel depicting a particular period while Social Science teacher teaches covers the same period.



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of senior schools, four career pathways have been identified:

- Applied Technologies
- Arts and Communications
- Health and Human Services
- International Business and Tourism

Interdisciplinary teachers, along with teachers of other subjects areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that senior school teachers keep abreast of current research and trends on integrating curriculum and careers associated with the various pathways. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

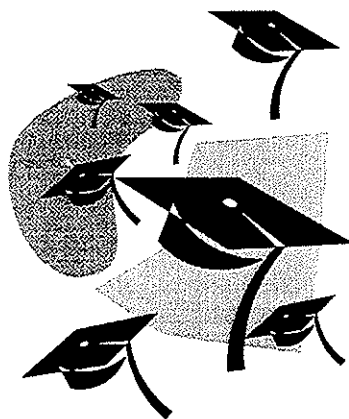
Teachers should:

- take inventory of what is already being done - career awareness initiatives, writing across the curriculum, etc.
- design a curriculum map by listing the content of associated subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

**Department of
Education**

Career Pathways

SEPTEMBER 2000

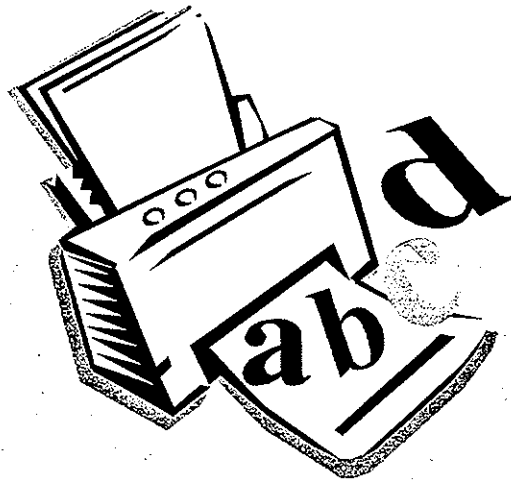


**FOR
BERMUDA'S
SENIOR SCHOOLS**

Applied Technologies

Are you practically inclined? Do you enjoy doing puzzles and solving problems? Are you curious about how things work? Are you fascinated by technology? Do you like designing and creating things? Do you love nature? Are you interested in plants and animals? Are you interested in numbers and symbols?

This may be the pathway for you!



APPLIED TECHNOLOGIES

PRODUCTION OCCUPATIONS

Blue-Collar Worker Supervisors

Food Processing Occupations

Butchers & Meat, Poultry, & Fish Cutters

Inspectors, Testers & Graders

Boilermakers

Jewellers

Machinists

Metalworking & Plastics-Working Machine Operators

Tool & Die Makers

Welders, Cutters & Welding Machine Operators

Plant & Systems Operators

Electric Power Generating Plant Operators & Power

Distributors & Dispatchers

Stationary Engineers

Water & Wastewater Treatment

Plant Operators

Printing Occupations

Prepress Workers

Printing Press Operators

Bindery Workers

Textile, Apparel and Furnishings Occupations

Shoe & Leather Workers & Repairers

Upholsterers

Woodwork Occupations

Miscellaneous Production Occupations

Dental Laboratory Technicians

Painting & Coating Machine Operators

Photographic Process Workers



Transportation & Material Moving Occupations

Bus drivers

Material Moving Equipment Operators

Truckdrivers

Water Transportation Occupations

Handlers, Equipment Cleaners, Helpers & Labourers

Job Opportunities in the Armed Forces

ARCHITECTS & SURVEYORS

Architects

Landscape Architects

Surveyors

CONSTRUCTION TRADES & EXTRACTIVE OCCUPATIONS

Stonemasons

Bulldozer Operators

Carpenters

Carpet Installers

Concrete Masons and Terazzo Workers

Drywall Workers and Lathers

Electricians

Engineering Technicians

Forklift Operators

Glaziers

Insulation Workers

Painters & Paperhangers

Plasterers

Plumbers & Pipefitters

Roofers

Structural & Reinforcing Ironworkers

Tilesetters



COMPUTER, MATHEMATICAL & OPERATIONS

RESEARCH OCCUPATIONS

Actuaries

Computer Service Technicians

Computer Systems Analysts

Mathematicians

Operations Research Analysts

Statisticians



TECHNOLOGISTS (EXCEPT HEALTH)

Air Traffic Controllers

Broadcast Technicians

Computer Programmers

Drafters

Engineering Technicians

Science Technicians

MECHANICS, INSTALLERS & REPAIRERS

Aircraft Mechanics and Engine specialists

Automotive Body Repairers

Automotive Mechanics

Biomedical Technicians

Diesel Mechanics

Electronic Equipment Repairers

Commercial and Industrial Electronics

Equipment Repairs

Communications Equipment

Mechanics

Computer & Office Machine Repairers

Electronic Home Entertainment

Equipment Repairers

Telephone Installers & Repairers

TV & Radio Repairers

Elevator Installers & Repairers

General Maintenance Mechanics

Heating, Air-Cond. & Refrigeration Technicians

Home Appliance & Power Tool Repairers

Industrial Machinery Repairers

Line Installers & Cable Splicers

Millwrights

Mobile Heavy Equipment Mechanics

Motorcycle, Boat, & Small-Engine Mechanics

Musical Instrument Repairers & Tuners

Small Engine Mechanics

Vending Machine Servicers & Repairers

ENGINEERS

Chemical Engineers

Civil Engineers

Electrical and Electronics Engineers

Industrial Engineers

Mechanical Engineers



Career Pathway: Applied Technologies						
-----SENIOR SCHOOL-----						-----POST SENIOR-----
Subject		100	200	300	400	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes - Associate in Science - Associate in Arts and Science - Associate in Arts (Computer Information Systems) - Associate in Computer Information Systems - Associate in Science (Electronics) - Associate in Electronics Technology
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		Certificate Programmes - Certificate in Electrical Structure and Maintenance - Certificate in Engineering Competencies - Certificate in Tele-communications and Electronics - Certificate in Motor Vehicle Bodywork - Certificate in Motor Vehicle Mechanics - Certificate in Plumbing - Certificate in Heating, Ventilating and Air Conditioning - Certificate in Horticulture - Certificate in Wood Trades - Developmental Technology
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving Our Heritage or World Geography or World History		
D & T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Language	Design & Technology Physical Education	Health	Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Possible Electives for Career Pathway		- All Computer Science Courses, Technical Theatre & Music Technology - Graphic Communications, Design & Realization, Fashion & Textiles, Electronics Technology, Transportation Technology, Textile Design, & Interior Decorating - Business Essentials II, Foreign Languages & American History				

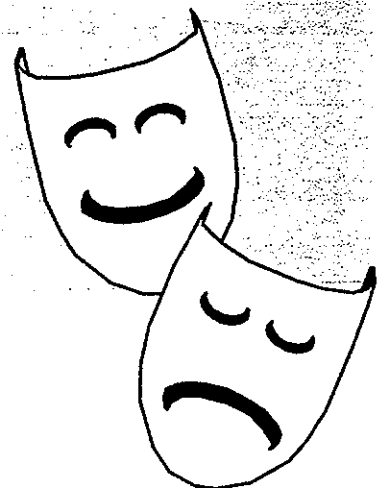
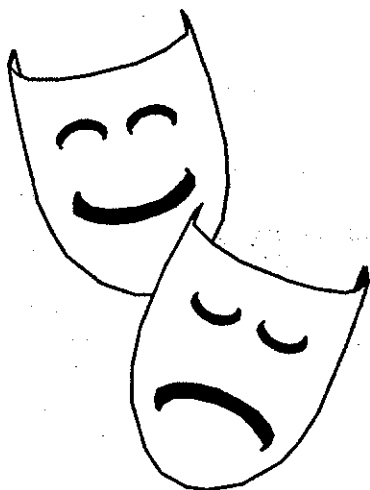
Career Pathway: "Student Constructed"

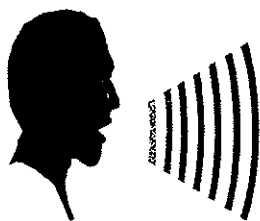
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		Certificate Programmes
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Arts and Communications

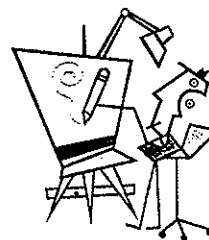
Do you like to communicate ideas? Do you like to express yourself creatively? Do you like to travel and learn about other cultures? Do you enjoy going to concerts and performances? Are you imaginative, innovative and original? Do you like to perform in front of an audience?

This may be the pathway for you!





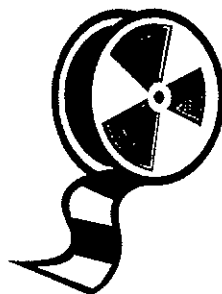
ARTS &



COMMUNICATIONS

COMMUNICATION OCCUPATIONS

Announcers & Newscasters
Broadcast Technicians
Composition/Typesetters
Interpreters & Translators
Public Relations Specialists
Radio & Television
Reporters & Correspondents
Technical Writers
Writers & Editors



VISUAL ARTS OCCUPATIONS



Commercial Artists
Fashion Designers
Florists
Graphic Designers
Interior Decorators
Jewelers
Merchandise Display Workers
Photographers & Camera Operators
Visual Artists



PERFORMING ARTS OCCUPATIONS

Actors, Directors, & Producers
Dancers & Choreographers
Models
Musicians



ref: arts & communications/ts disc SS Certification

Career Pathway: Arts & Communications

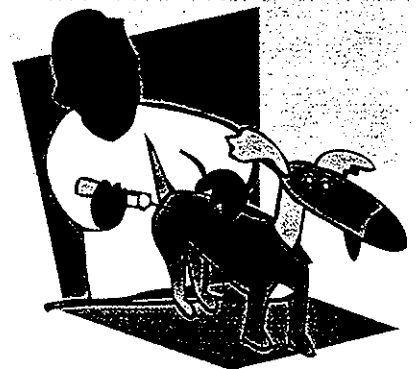
-----SENIOR-----						-----POST SENIOR-----
Subject		100	200	300	400	Bermuda College Associate Degree Programmes ▪ Associate in Arts ▪ Associate in Arts & Science ▪ Associate in Art & Design Other Academic Institutions ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving our Heritage or World Geography or World History or Introduction to Africa		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Design & Technology Foreign Languages	Health	
Possible Electives for Career Pathway		• Business Essentials II, Marketing & Graphic Communication • Journalism & Publications, Speech and Debate, Writer's Workshop, Foreign Languages • Fashion & Textiles Design, Interior Decorating, Textiles Design & Photography				

Career Pathway: "Student Constructed"						
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Certificate Programmes
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Health and Human Services

Do you like to care for people or animals who are sick? Are you fitness and wellness oriented? Are you interested in how the body works and how disease or drugs affect us? Are you friendly, outgoing, compassionate and cooperative? Do you like to work with people to solve problems? Is it important for you to provide service to the community by doing something that makes things better for other people?

This may be the pathway for you!



HEALTH & HUMAN SERVICES

Health Services

Health Diagnosing Practitioners

Chiropractors
Dentists
Opticians
Optometrists
Physicians
Podiatrists
Veterinarians



Health Assessment & Treating Occupations

Activity Therapists
Dietitians & Nutritionists
Occupational Therapists
Pharmacists
Physical Therapists
Physician Assistants
Recreational Therapists
Registered Nurses
Respiratory Therapists
Speech-Language Pathologists & Audiologists
Nursing Aides & Psychiatric Aides



Health Technologists & Technicians

Certified Nurses Aides
Clinical Laboratory Technologists & Technicians
Dental Hygienists
Dialysis Technicians
Dispensing Opticians
EEG Technologists
EKG Technicians
Emergency Medical Technicians
License Practical Nurses
Medical Record Technicians
Nuclear Medicine Technologists
Radiologic Technologists
Surgical Technicians
Ultrasound Technologists



Health Service Occupations

Dental Assistants
Home Health Aides
Medical Assistants

Human Services

Lawyers & Judges



Social Scientists & Urban Planners

Economists & Marketing Research Analysts
Psychologist
Sociologists
Urban & Regional Planners

Social & Recreation Workers

Human Services Workers
Marriage Counsellors
Social Workers
Social Worker Aides
Recreation Workers
Substance Abuse Counsellors
Janitors & Cleaners
Private and Household Workers



Religious Workers

Clergy
Protestant Ministers
Religious Workers
Rabbis
Roman Catholic Priests



Teachers, Librarians, & Counsellors

Adult Education Teachers
Archivists & Curators
College & University Faculty
Counsellors
Teachers
Librarians
Paraprofessional



Technologists, Except Health

Library Technicians
Paralegals

Protective Service Occupations

Correction's Officers
Firefighting Occupations
Security Guard
Police

Food & Beverage Preparation & Service Occupations

Chefs, Cooks, & Other
Kitchen Workers
Food & Beverage Service
Occupations
Meat Cutter/Butcher



Personal Service & Building & Grounds Service Occupations

Animal Caretakers
Barbers & Cosmetologists
Flight Attendants
Gardeners & Groundkeepers
Homemaker-Home Health Aides

Career Pathway: Health and Human Services

-----SENIOR-----						-----POST SENIOR----	
Subject		S1	S2	S3	S4	Bermuda College	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes - Associate in Arts - Associate in Science - Associate in Arts & Science - Associate in Arts (Business Administration) - Associate in Business Administration - Associate in Arts (Hospitality Management) - Associate in Hospitality Management - Associate in Office Administration - Associate in Arts (Human Services) - Associate in Human Services	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Calculus or Advanced Math		Certificate Programmes - Certificate for General Secretaries - Certificate for Culinary Arts - Certificate for Front Office Procedures - Certificate in Secretarial Skills - Certificate in Food & Beverage Service - Certificate for Child Care Assistant - Certificate for Geriatric Aids - Certificate in Legal Studies - Certificate in Hairdressing	
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science			
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History or Introduction to American History			
D & T or Family Studies 2cr		Design Technology 2cr or Exploring Family Living 2cr				Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board	
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr					
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr			
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts		
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		- All Health Courses & Business Essentials II - Exploring Family Living, Discovery Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Personal Care, & Child Care - Speech and Debate, Foreign Languages & Preserving Our Heritage					

Career Pathway: “Student Constructed”						
-----SENIOR-----						-----POST SENIOR----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		Certificate Programmes
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor’s Degree Programmes
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

International Business and Tourism

Do you enjoy being a leader, organizing people,
talking and planning activities? Do you enjoy
initiating an idea and seeing it through to the end
product? Do you like things neat and orderly?
Are you business-minded in organizing your life?
Do you value the importance of travel and tourism
in Bermuda?

This may be the pathway for you!



International Business & Tourism

EXECUTIVE ADMINISTRATIVE, & MANAGERIAL OCCUPATIONS

Accountants & Auditors
 Administrative Services Managers
 Budget Analysis
 Construction & Building Inspectors
 Construction Contractors & Managers
 Cost Estimators
 Education Administrators
 Employment Interviewers
 Engineering, Science, & Data Processing Managers
 Financial Managers
 General Managers & Top Executives
 Government Chief Executives & Legislators
 Health Services Managers
 Hotel Managers & Assistants
 Industrial Production Managers
 Inspectors & Compliance Officers, Except Construction
 Management Analysts & Consultants
 Marketing, Advertising, & Public Relations Managers
 Personnel, Training, & Labour Relations Specialists & Managers
 Property & Real Estate Managers
 Purchasing Agents & Managers
 Restaurant & Food Service Managers
 Underwriters
 Wholesale & Retail Buyers & Merchandise Managers



MARKETING AND SALES OCCUPATIONS

Advertising Agent
 Cashiers
 Counter & Rental Clerks
 Insurance Agency & Brokers
 Manufacturer's & Wholesale Sales Representatives
 Real Estate Agents, Brokers & Appraisers
 Retail Sales Workers
 Securities & Financial Service Sales Representatives
 Services Sales Representatives
 Stockbrokers
 Travel Agents

ADMINISTRATIVE SUPPORT OCCUPATIONS

Adjusters, Investigators, & Collectors
 Bank Tellers
 Clerical Supervisors & Managers
 Computer & Peripheral Equipment Operators
 General Office Clerks
 Credit Clerks and Authorizers



Information Clerks
 Hotel & Motel Clerks
 Interviewing & New Accounts Clerks
 Receptionists
 Reservation & Transportation Ticket Agents and Travel Clerks
 Mail Clerks & Messengers
 Material Recording, Scheduling, Dispatching and Distributing Occupations
 Dispatchers
 Stock Clerks
 Traffic, Shipping & Receiving Clerks
 Postal Clerks & Mail Carriers
 Record Clerks
 Billing Clerks
 Bookkeeping, Accounting & Auditing Clerks
 Brokerage Clerks & Statement Clerks
 File Clerks
 Library Assistants & Bookmobile Driver
 Order Clerks
 Payroll & Timekeeping Clerks
 Personnel Clerks
 Receptionists
 Secretaries
 Stenographers & Court Clerk/Reporters
 Telephone, Telegraph & Teletype Operators
 Typist, Word Processors and Data Entry Keyers

Career Pathway: International Business & Tourism

-----SENIOR-----						-----POST SENIOR---
Subject		100	200	300	400	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes ▪ Associate in Arts ▪ Associate in Science ▪ Associate in Arts & Science ▪ Associate in Arts (<i>Business Administration</i>) ▪ Associate in Business Administration ▪ Associate in Arts (<i>Hospitality Management</i>) ▪ Associate in Hospitality Management ▪ Associate in Arts (<i>Computer Information Systems</i>) ▪ Associate in Computer Information Systems
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		Certificate Programmes ▪ Certificate for Accounting Systems ▪ Certificate for General Secretaries ▪ Certificate in Secretarial Skills ▪ Certificate in Culinary Arts ▪ Certificate for Front Office Procedures ▪ Certificate in Food & Beverage Service ▪ Certificate in Legal Studies
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Studies I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Languages	Design & Technology Health		Other Academic Institutions ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
Possible Electives for Career Pathway		• All Computer Science Courses, Computer Keyboarding & Business Applications, • Accounting, Business Essentials II, Business & Personal Law, Economics, Insurance, International Business, Marketing, Office Technology, Small Business Management, Office Technology & Business Application, Travel & Tourism • Personal Care, Discovering Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Speech and Debate and Foreign Languages				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Career Pathway: "Student Constructed"						
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Certificate Programmes
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Other Academic Institutions ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board

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Applied Technologies

Summer School:

S3 Date: _____ S4 Date: _____

PROFESSIONAL ASSOCIATION

PHYSICAL EDUCATION

Name: American Alliance for Health, Physical Education, Recreation and Dance
(AAHPERD)
Address: 1900 Association Drive
Reston, Virginia 22091-9989
Country: U. S. A.
Telephone: (703) 476-3400
Fax: (703) 476-9527
E-mail: Evp@aahperd.org

American Association for Health, Physical Education, Recreation and Dance
(AAHPERD) Conference Dates:

Year	Date	Place
2001	27 th – 31 st March	Cincinnati, Ohio
2002	16 th – 20 th April	San Diego, California
2003	1 st – 5 th April	Philadelphia, Pennsylvania

Name: National Association of Sports and Physical Education (NASPE)
Address: 1900 Association Drive
Reston, Virginia 22091
Country: U. S. A.
Telephone: (703) 476-3410

Name: National Federation of State High School Association
Address: 11724 NW Plaza Circle
Kansas City, Missouri 64195-0626
Country: U. S. A.
Telephone: (816) 464-5400
Fax: (816) 464-5571

Name: National Interscholastic Athletic Administrators Association
Address: 11724 NW Plaza Circle
Kansas City, Missouri 64195-0626
Country: U. S. A.
Telephone: (816) 464-5400
Fax: (816) 464-5571

CURRICULUM ABBREVIATIONS

School Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Computer Science	CS
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Course Code

e.g. Physical and Human Geography II
 SS3192GEO

Subject Area	Course Level	Number Placement	Course Sequence	Course Title
abbreviated subject area	(1-4) representing course level 100-400	(1-99) representing placement of course in each level	(1-4) representing sequence of course with same title	abbreviated course title
SS	3	19	2	GEO
(Social Studies)	(300 level course)	(19th course in 300 series)	(2 nd in the sequence of 3 courses)	(Physical and Human Geography)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB



**Ministry of Education
P.O. Box HM 1185
Hamilton HM EX
Bermuda
September 2000**