

Unit	A.O.I	Significant Concept/s	Objectives to be met	Skills/ Content	Assessment
Ball Games & Team Work	<ul style="list-style-type: none"> • Students will practice different techniques in various ball games. • Ball control and game situations will be analyzed and the students will reflect and come up with different solutions. 	<ul style="list-style-type: none"> • Team work is something that is very important to understand and be able to master. Different kinds of ball and team games provide good training in this skill. • To vary and alternate different sports and events the students are given a wide range of activities to help them figure out and chose how to keep a continued active and healthy lifestyle. 	<ul style="list-style-type: none"> • A1 • A2 • C1 • C2 • D1 • D4 • D6 	<ul style="list-style-type: none"> • Be able to pass a ball between team members – i.e. using hands, feet or a piece of P.E. equipment. • Be able to make calculated decisions during a game and to have the confidence to make the decisions. • Be able to break down various ball games and analyze and practice different parts of the game. • Be able to communicate and play effectively as part of a team, especially with new team members. 	<ul style="list-style-type: none"> • Performance in different ball games. • Student attitudes in different ball and team games. • Verbal feedback on own and others' performance

Gymnastics	<ul style="list-style-type: none"> • Students reflect upon the usage of different apparatus for enhancing their physical endurance. • Gymnastics apparatus can be used in many different ways to increase various physical skills, such as strength, endurance, flexibility, coordination. 	<ul style="list-style-type: none"> • Students will be given an opportunity to try different sports where obstacles are involved. • They will be challenged to test their physical and mental strength and endurance. 	<ul style="list-style-type: none"> • B1 • B3 • C1 • D2 • D5 	<ul style="list-style-type: none"> • How to use the gymnastic apparatus in different ways and what each activity and event stimulates. • When obstacles are moved around, the students will reflect upon and gain an awareness of ergonomics. • Work on and challenge their individual development in the different gymnastic events. • Understand that humans need a variety of physical activities to live a healthy life. • Understand the importance of teamwork as some of the apparatus require at least two people to use them. 	<ul style="list-style-type: none"> • Performance in different gymnastic disciplines: mat, rings, jumping and bar. • Working sensibly on various obstacles and in activities and games.
-------------------	--	--	--	---	--

Orienteering & Obstacle Courses	<ul style="list-style-type: none"> • Moving around using a map and the knowledge they have learnt in the classroom. • Orienteering helps students to get exercise, fresh air whilst learning about nature and navigation at the same time. • Motor skills are developed when running in a natural environment compared to a flat gym hall floor. • Creating obstacle courses to get around the sport's hall without touching the floor. 	<ul style="list-style-type: none"> • To be able to find your way around an unknown area is actually a matter of life and death. The students should get used to being out in the forest, without getting scared so that they can keep thinking rationally. • They should learn how to read map keys and their surroundings so that they can navigate through or around obstacles. • Students have to learn how to race around a course that presents them with obstacles and how best to get past said obstacles. 	<ul style="list-style-type: none"> • A4 • C2 • D4 	<ul style="list-style-type: none"> • Students will learn how to create their own map including a key. • Students will be able to move around using only the map and a compass. • Students will be able to follow a series of clues to a designated end point. • Students will be come accustomed to running outside and through rough terrain. • Students learn how to manoeuvre over a set of obstacles quickly and safely. 	<ul style="list-style-type: none"> • Performance in different kinds of orienteering courses either individually or in groups. • Test on map keys. • Work in groups to build simple to more detailed obstacle courses.
--	---	--	--	---	--

Dance & Circuit Training

- Students collaborate well in groups to enhance their performance in each area of study.
- In pairs and larger groups, students will perform various dances and continually improve their results in circuit training.
- Practice and then improve various dances from different musical eras.
- Find the most efficient methods to improve one's fitness during circuit training.

- Working together to improve one's performance can be substantially more beneficial than working alone; i.e. 2 heads are better than 1!

- A3
- B2
- B3
- C3
- D2
- D3
- D6

- Understand that humans need a variety of physical activities to live a healthy life.
- Understand the importance of teamwork.
- How to perform different dances.
- Gain an understanding about the importance of controlling body movements to different rhythms.

- Performance in various dances.
- Helping each other improve performance in circuit training.
- Keep a written record of results for circuit training.

Track & Field	<ul style="list-style-type: none"> • Students plan and evaluate their achievements at all times to develop their technical skills. • Students will transform theoretical ideas into physical movements. 	<ul style="list-style-type: none"> • There are several different events in Track and Field, so there are many opportunities for the students to practice various kinds of physical skills. • They will learn about all the events which will give them more choices in their future active life. • The events stimulate stamina, strength and resilience. • Many events allow you to compete against your previous best rather than another person. 	<ul style="list-style-type: none"> • A1 • A2 • D2 • D5 • D6 	<ul style="list-style-type: none"> • Students will practice the different events of Track and Field through various games and techniques. • Students will be guided in what to think about in the different events. For example: To do a successful long jump you need to jump high also and use a lot of speed. This will allow you to land further away from the kick off board. • Students will rotate around various Track and Field stations. • Students will take part in a mini Olympics at the end of the Track and Field unit. 	<ul style="list-style-type: none"> • Feedback in groups to work out how to beat own personal records. • Performance in typical events found in Track and Field (i.e. High Jump, Long Jump, Javelin etc).
--------------------------	---	---	--	---	--