

Unit	A.O.I	Significant Concept/s	Objectives to be met	Skills/ Content	Assessment
<b>Ball Games &amp; Team Work</b>	<ul style="list-style-type: none"> <li>• Students will practice different techniques in various ball games.</li> <li>• Ball control and game situations will be analyzed and the students will reflect and come up with different solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To vary and alternate different sports and events the students are given a wide range of activities to help them figure out and choose how to keep a continued active and healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• A1</li> <li>• A2</li> <li>• C1</li> <li>• C2</li> <li>• D1</li> <li>• D4</li> <li>• D6</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to pass a ball between team members – i.e. using hands, feet or a piece of P.E. equipment.</li> <li>• Be able to make calculated decisions during a game and to have the confidence to make the decisions.</li> <li>• Be able to break down various ball games and analyze and practice different parts of the game.</li> <li>• Be able to communicate and play effectively as part of a team, especially with new team members.</li> </ul>	<ul style="list-style-type: none"> <li>• A written analysis of another student's play and performance (verbal feedback to the other student).</li> <li>• Performance in different ball games.</li> <li>• Student's attitudes in different ball and team games.</li> </ul>

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Students reflect upon the usage of different apparatus for enhancing their physical endurance.</li> <li>• Gymnastics apparatus can be used in many different ways to increase various physical skills, such as strength, endurance, flexibility, coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be given an opportunity to try different sports where obstacles are involved.</li> <li>• They will be challenged to test their physical and mental strength and endurance.</li> </ul>	<ul style="list-style-type: none"> <li>• B1</li> <li>• B3</li> <li>• C1</li> <li>• D2</li> <li>• D5</li> </ul>	<ul style="list-style-type: none"> <li>• How to use the gymnastic apparatus in different ways and what each activity and event stimulates.</li> <li>• When obstacles are moved around, the students will reflect upon and gain an awareness of ergonomics.</li> <li>• Work on and challenge their individual development in the different gymnastic events.</li> <li>• Understand that humans need a variety of physical activities to live a healthy life.</li> <li>• Understand the importance of teamwork as some of the apparatus require at least two people to use them.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance in different gymnastic disciplines: mat, rings, jumping and bar.</li> <li>• Working sensibly on various obstacles and in activities and games.</li> <li>• Helping the younger students on some of the more difficult equipment.</li> </ul>
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<b>Orienteering &amp; Obstacle Courses</b>	<p>Moving around using a map and the knowledge they have learnt in the classroom.</p> <p>Orienteering helps students to get exercise, fresh air whilst learning about nature and navigation at the same time.</p> <p>Motor skills are developed when running in a natural environment compared to a flat gym hall floor.</p> <p>Creating obstacle courses to get around the sport's hall without touching the floor.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They should learn how to read map keys and their surroundings so that they can navigate through or around obstacles.</li> <li>• Students have to learn how to race around a course that presents them with obstacles and how best to get past said obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• A4</li> <li>• C2</li> <li>• D4</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn how to create their own map including a key.</li> <li>• Students will be able to move around using only the map and a compass.</li> <li>• Students will be able to follow a series of clues to a designated end point.</li> <li>• Students will be come accustomed to running outside and through rough terrain.</li> <li>• Students learn how to manoeuvre over a set of obstacles quickly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance in different kinds of orienteering courses either individually or in groups.</li> <li>• Test on map keys.</li> <li>• Work in groups to build more elaborate obstacle courses.</li> </ul>
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Dance & Circuit Training

<ul style="list-style-type: none"><li>• Students collaborate well in groups to enhance their performance in each area of study.</li><li>• In pairs and larger groups, students will perform various dances and continually improve their results in circuit training.</li><li>• Practice and then improve various dances from different musical eras.</li><li>• Find the most efficient methods to improve one's fitness during circuit training.</li></ul>	<ul style="list-style-type: none"><li>• Working together to improve one's performance can be substantially more beneficial than working alone; i.e. 2 heads are better than 1!</li></ul>	<ul style="list-style-type: none"><li>• A3</li><li>• B2</li><li>• B3</li><li>• C3</li><li>• D2</li><li>• D3</li><li>• D6</li></ul>	<ul style="list-style-type: none"><li>• Understand that humans need a variety of physical activities to live a healthy life.</li><li>• Understand the importance of teamwork.</li><li>• How to perform different dances.</li><li>• Gain an understanding about the importance of controlling body movements to different rhythms.</li></ul>	<ul style="list-style-type: none"><li>• Performance in various dances.</li><li>• Help each other to improve performance in circuit training.</li><li>• Keep a written record of results for circuit training.</li></ul>
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<b>Track &amp; Field</b>	<ul style="list-style-type: none"> <li>• Students plan and evaluate their achievements at all times to develop their technical skills.</li> <li>• Students will transform theoretical ideas into physical movements.</li> </ul>	<ul style="list-style-type: none"> <li>• There are several different events in Track and Field, so there are many opportunities for the students to practice various kinds of physical skills.</li> <li>• They will learn about all the events which will give them more choices in their future active life.</li> <li>• The events stimulate stamina, strength and resilience.</li> <li>• Many events allow you to compete against your previous best rather than another person.</li> </ul>	<ul style="list-style-type: none"> <li>• A1</li> <li>• A2</li> <li>• D2</li> <li>• D5</li> <li>• D6</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practice the different events of Track and Field through various games and techniques.</li> <li>• 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.</li> <li>• Students will rotate around various Track and Field stations.</li> <li>• Students will take part in a mini Olympics at the end of the Track and Field unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback in groups to work out how to beat own personal records.</li> <li>• Performance in typical events found in Track and Field (i.e. High Jump, Long Jump, Javelin etc).</li> <li>• Keep a written record of own results.</li> </ul>
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