MINISTRY OF EDUCATION

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 10

PHYSICAL EDUCATION AND SPORT







ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the work done by the following persons who were involved in the production of the **Grade 10 Physical Education National Scheme.**

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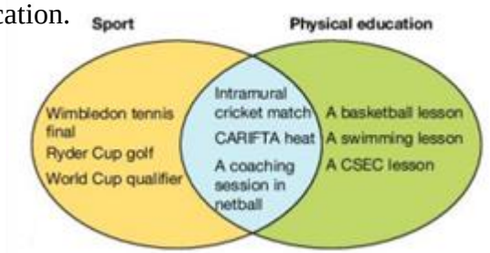
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NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 10**

					WEEK 1
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
History and Development of Physical Education and Sport:	***Students will:*** - Understand the nature and meaning of Physical Education. - Understand the nature and meaning of Sport. - Be aware of the relationship between Physical Education and Sport.	<u>The nature and meaning of Physical Education.</u> **What is Physical Education?** Physical Education has been described as an educational process that aims to improve human development and performance through Physical activities. <u>The nature and meaning of Sport.</u> Sport is a structured physical activity of a competitive nature that requires complex skills and a high level of commitment and motivation. <u>The relationship between Physical Education and Sport</u>. At the start of the 19th century evolution changed the concepts of the importance of physical education, health, and sport. Evolutionary theories were combined with physiological assumptions about the relationship between the mind and the body to justify physical education.  	General discussion to highlight the meaning of Physical Education and Sport. Identifying and stating differences between Physical Education and Sport. .	Caribbean CESC physical education and sports study guide Pgs. 3 Physical Education and Sports For Caribbean CSEC students Pg 2-10 CSEC Physical Education and Sports May 17th, 2022 Section B Question #1 (A, B, and C	Oral questioning Presentation Assignment

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WEEK 2

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
History and Development of Physical Education and Sport:	***Students will:*** - Understand the nature and meaning of Physical Education. - Understand the nature and meaning of Sport. - Be aware of the relationship between Physical Education and Sport.	Physical Education and Sport in ancient societies. **Renaissance Period** The Renaissance covers the period from the late 14th to 16th centuries AD. It was seen as a time when much progress was made in the areas of religion, science, and the arts. More emphasis was placed on enjoying the sport, although the need to have an army prepared to fight still existed. It was believed that good health was important and good for the soul and that one could not exist without the other. **Ancient Greece** Ancient Greece sprang from 800 BC_C to 529 $_{AD.}$ The Greek ideal was to achieve physical perfection, and as such they placed a high emphasis on physical education and sport. **Ancient Rome** Ancient Rome sprang from 753 BC to 476 AD. The Romans not only conquered the Greeks but also established a huge empire across European culture, including sports. Their sporting activities had a strong military influence and soldiers were expected to follow a strict training progrprogramunning, marching, jumping, swimming, and throwing.	General discussion to highlight the contributions made to modern Physical Education and sports. Activfeedbackck Identify sports disciplines that were played during the ancient era.	Visual Aids Website Caribbean CESC physical education and sports study guide Pgs. 6-9 Physical Education and Sports For Caribbean CSEC students Pg 19-30 CSEC Physical Education and Sports May 26, 2009 Section B Question #1 & 2	Oral questioning Presentation (Compare what each Continent contributed during ancient times to Physical Education) List various Games played during Ancient and Modern day.

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Curriculum Area: Physical Education and Sport **GRADE 10**

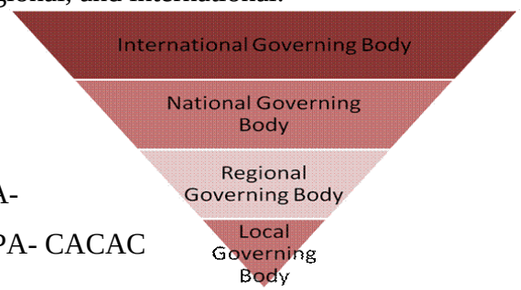
					WEEK 3
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
History and Development of Physical Education and Sport:	***Students will:*** - Understand the major historical developments of Physical Education and Sport. - Be aware of the major Sporting Events played Internationally, Regionally, and Locally.	**Ancient and Modern Olympic Games.** The Ancient Olympic Games grew and continued to be played every four years for nearly 1200 years. The Games declined after Rome conquered the cities in 146 BC and the games became less religious, causing moral decline and corruption. By 393, AD, the Roman Emperor, Theodosius I, a Christian, abolished the Games because of its immoral and pagan influences. **The Modern Olympic Games** After a period of approximately 1500 years, the most sought-after sporting event had its rebirth on April 6, 1896. This event was the Olympic Games which were held in Athens, Greece.	General discussion to highlight and make comparisons between Ancient and Modern Olympic Games. Exploring the impact between Physical Education and Sport in the Caribbean. General discussion on the Twentieth-Century Development of Physical Education and	Visual Aids Internet YouTube video Physical Education and Sports For Caribbean CSEC students Pg 31-45 Caribbean CESC physical education and sports study guide Pgs. 6-23	Oral questioning Presentation Assignment (Modern era list of games and brief description) Exploring /Presentation based on the Major Sporting Events and stating its role in society.

		Twentieth Century.  <u>Physical Education and Sport in the Caribbean</u>. <u>Major Sporting Events</u> (for example, Commonwealth Games, Pan American Games, CARIFTA, World Cup, Paralympics, Special Olympics).	Sport and its impact on society. .	CSEC Physical Education and Sport May 17th, 2022 Section B Question #1 (A, B and C).	Identifying the different Games played within the Caribbean Communities.

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WEEK 4

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
History and Development of Physical Education and Sport:	***Students will:*** - Be aware of the major Sporting Events played Internationally, Regionally, and Locally. - Understand the relationship that exists among the local, regional, and international Physical Education and Sport organizations. - Identify the locations of local, regional, and international Sports organization headquarters/federations.	Hierarchical relationships among sporting organizations, for example, ICC/WICB/local cricket boards, FIFA/CONCACAF/local football associations. **Sports disciples played on the local scene.** **i.** Cricket - Football (soccer) **ii.** Field hockey - Netball **ii.** Lawn tennis - Table tennis **v.** Basketball - Squash - Athletics etc. **Hierarchical organizations in sports** To provide common rules, sports began to develop their governing bodies. All governing bodies are members of or affiliated to larger organisations which encourage the existence of hierarchical relationships. Each sport has governing bodies at many levels such as local, national, regional, and international.  **Hierarchical chain** Athletics- AAG- WA- CONSUDATLE- APA- CACAC	Exploring the impact between Physical Education and Sport in the Caribbean. Identifying the different Games played within the Caribbean Communities locally, regionally, and internationally. Explore and present Hierarchical relationships among sporting organizations	Visual Aids Internet Physical Education and sports For Caribbean CSEC students Pg. 47-54 Caribbean CESC physical education and sports study guide Pgs. 22-23 CSEC Physical Education Sportport May 17th, 2022 Section B Question #1 (A, B and C	Oral questioning Presentation on the relationship that exists among the local, regional, and international Physical Education and Sport organizations. Assignment

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WEEK 5

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
School-Based Assessment **Practical Assessments Guidelines**	**Students will:** Conduct an in-depth classroom discussion based on the requirements for Physical Education and Sports School Based Assessments. Select ONE sport discipline using the guidelines from the syllabus. Use the CSEC syllabus as a guideline or other authentic sources for guidance.	**Introduction** Physical Education and Sports outline comprise of four SBAs broken into two categories (class project and practical assessments). **Practical Skills (135 marks)** This comprises the performance of practical skills related to THREE sports from at least two different Options and assessed by the class teacher. The performance in each sport will be worth 45 marks. Practical assessment will receive scores for **-Skills**, **Application of skills**, **Tactics** and **rules/laws** governing the sport selected.	Active feedback Individual selection/s Date for 1st assessment.	PE 1-2-3 Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-313 CSEC Syllabus Pg 3-7 Pg 38-39	Oral questioning Classroom discussions Use the outline in the syllabus for guidance.

OPTIONS	SPORTS
A	(a) Dance (b) Gymnastics (c) *Martial Arts/Combative Sports* (d) Swimming (e) Track and Field/Athletics
B	(a) Badminton (b) Golf (c) Squash (d) Table Tennis (e) Tennis
C	(a) Basketball (b) Cricket (c) Football (d) Hockey (e) Netball (f) Rugby (g) Volleyball (h) *Softball/Baseball*

CSEC syllabus guideline- student/s to select TWO sport disciplines from any ONE option and ONE from any other option. Giving a total of **three** sports disciplines to be assessed.

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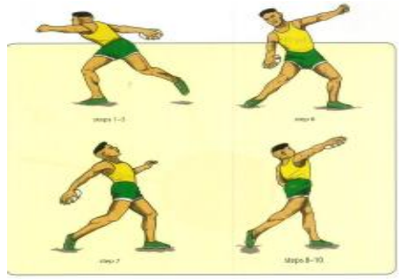
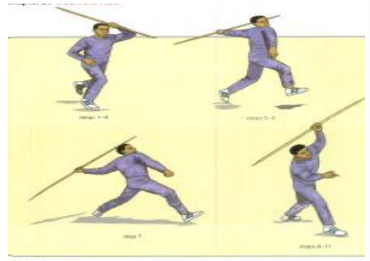
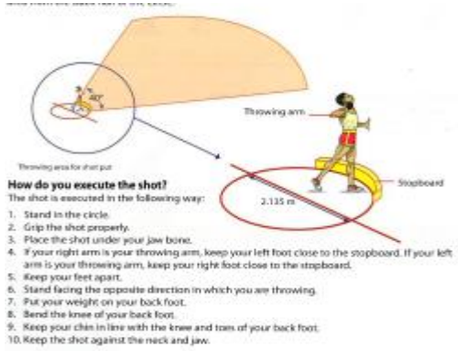
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WEEK 6

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical Assessment **Option A** Sports disciplines **i.** Dance **ii.** Gymnastics **iii.** Martial arts/ combative sports **iv.** Swimming **v.** Track and field **Examples used for:** **v. Track and field**	**Students will:** **Skills assessment** Indicate their selected sport. On the field, demonstrate active warm-up, dynamic warm-up, and event-specific warm-up, Training components, competently. E.g., warm-up activities Demonstrate a minimum of 5 running drills techniques out of 10 used for stamina, speed, endurance etc., for the selected sport.	**Example: Track and field** **Components of training** Warm-up  1. Arm swings- Active 2. Knee buffs – Dynamic 3. Quick leg right down and back- event-specific (all jumps) These drills for running form are best performed on a soft surface, such as a rubberized track, the infield of a track, a flat dirt trail or a grassy field. Perform the drills after you have completed your initial warm-up, or at the middle or end of your run. e.g. i. side-to-side skip ii. carioca, or grapevine iii. A-Skip iv. Butt kicks etc., Butt kick shown. 	Work in groups of five based on their sport selection. Execute a full range of movements. Feed back	CSEC Syllabus Pg 13-25 Pg 38-39 **References** YouTube videos PE 1-2-3 Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-313	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

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					WEEK 7
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Practical Assessment **Option A** Sports disciplines **vi.** Dance **ii.** Gymnastics **ii.** Martial arts/ combative sports **x.** Swimming **x.** Track and field **Examples used for:** **xi. Track and field**	**Students will:** **Skills assessment** - Identify the range of movements for a specific sport discipline. - On the field, demonstrate 5 of the 10 correct techniques used for field events.	**Track and field-** Discus throwing technique.    **How do you execute the shot?** The shot is executed in the following way: 1. Stand in the circle. 2. Grip the shot properly. 3. Place the shot under your jaw bone. 4. If your right arm is your throwing arm, keep your left foot close to the stopboard. If your left arm is your throwing arm, keep your right foot close to the stopboard. 5. Keep your feet apart. 6. Stand facing the opposite direction in which you are throwing. 7. Put your weight on your back foot. 8. Bend the knee of your back foot. 9. Keep your chin in line with the knee and toes of your back foot. 10. Keep the shot against the neck and jaw.	Execute a full range of movements. Feed back	CSEC Syllabus Pg 13-25 Pg 38-39 Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336 **References** YouTube videos	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

		Techniques for throwing Javelin (*used as an example)* The javelin must lie in the fold of the hand so that it is in line with the direction of the throw. 			

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WEEK 8

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical Assessment **Option A** Sports disciplines **i.** Dance **ii.** Gymnastics **iii.** Martial arts/ combative sports **iv.** Swimming **v.** Track and field **Examples used for:** **ii. Swimming** **ii. Dance**	**Students will:** **Application assessment** - Use the select one sport discipline from the first assessment. - On the field, platform, or pool, demonstrate the application of skills pertaining to the selected sport discipline. - Effectively apply 6 of the 8 skills	**Swimming** Lifesaving skills applied. **i.** CPR **ii.** Heimlich maneuver **ii.** Prevent hypothermia. Rescues: i. land-based; reaching assists; throw; ii. water based; wade; accompanied rescue, non-contact rescue; contact rescue (Select 2 from the following): i. extended tow; ii. clothing tow; iii. wrist tow; iv. chin/head tow; v. double shoulder tow; vi. cross chest tow	Feed back Apply principles specific to the selected sport discipline. Assessment of skills application demonstrated by students.	CSEC Syllabus Pg 3-7 Pg 13-25 Pg 38-39 **References** YouTube videos #1 YouTube #2 Physical Education for lower secondary	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

	previously demonstrated.	**Dance** Performance to demonstrate. **i.** Basic principles (posture and placement) **ii.** The body (locomotion and elevation) **iii.** Dynamics (speed) Spatial aspects (shaping and projecting the body in space through size level direction and pathway).		schools' levels 1-2-3 By G. Lai Pg 100-336	

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WEEK 9

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical assessment **Option A** Sports disciplines **i.** Dance **ii.** Gymnastics **iii.** Martial arts/ combative sports **iv.** Swimming **v.** Track and field **An example used for:** **Combative sport**	**<u>Students will:</u>** **<u>Tactics</u>** On the field, platform, or pool, demonstrate the application of tactical skills pertaining to the selected sport discipline. Demonstrate any 6 of 8 tactical skills in a competitive setting.	**Combative Sport** **e.g., Boxing** Tactical skills are defined as "the decisions and actions of players in the contest to gain an advantage over the opposing team or players" Martens, Successful Coaching.  The boxer's tactics are aimed at making sure they outpunch and therefore outscore their opponent. Once boxers have established a good stance, nimble footwork, and a few basic punches they should start thinking about developing tactics to outsmart their future opponents.	Execute a full range of movements. Feed back	CSEC Syllabus Pg 13-25 Pg 38-39 **References** <u>YouTube videos</u> Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

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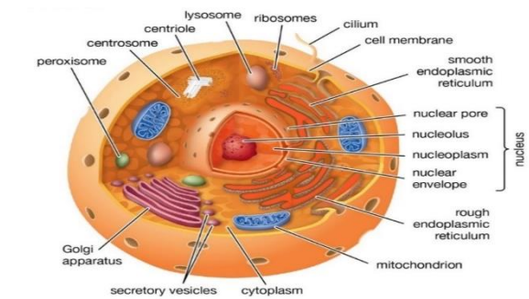
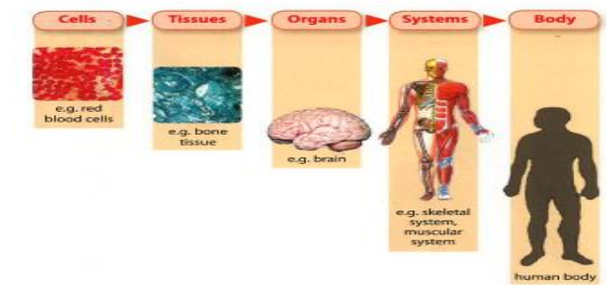
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TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Practical assessment **Option A** Sports disciplines **i.** Dance **ii.** Gymnastics **iii.** Martial arts/ combative sports **iv.** Swimming **v.** Track and field **An example used for:** **Dance**	**Students will:** **Law/rules governing the sport.** i. Identify the laws/rules pertaining to the selected sport discipline. ii. Interpret and demonstrate 5 of 7 rules and how they can be broken.	**Dance** **Performance Category Rules** Entries will be placed into specific performance categories, depending on the descriptions they follow. Each performance must meet the criteria of its category to be scored. **CATEGORY** / **DESCRIPTION** Acro — The routine must contain acrobatic movements. Ballet — The routine must contain classical ballet techniques and wear ballet slippers only. Baton — The routine must contain the use of a baton and baton technique. Clogging — The routine must contain Clogging technique and style. Contemporary — The routine must contain Lyrical and Jazz technique to interpret the music. Folk/Ethnic — The routine must contain any form of ethnic styles of dance. Hip Hop — The routine must contain Hip Hop technique. No inappropriate music can be used. Jazz — The routine must contain Jazz technique. Lyrical — The routine must contain where dancers must interpret the lyrics of the song. Modern — The routine must contain Modern dance techniques. Musical Theatre — The routine must contain the interpretation of the music using dialogue, dance, and/or song. Open — The routine does not need any specific style of dance. Pointe — The routine must contain pointe steps and technique, and wear pointe shoes only. Pom — The routine must contain pom poms for the majority of the performance, at least 50% of the time.	Oral questioning Written responses to questions	CSEC Syllabus Pg 13-25 Pg 38-39 Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

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WEEK 11

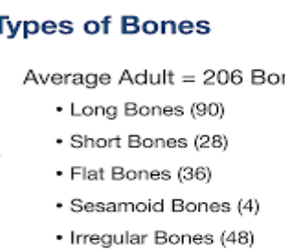
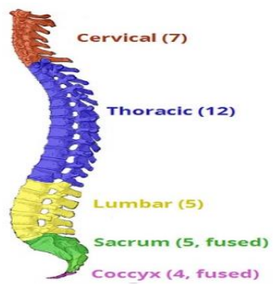
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology Structure and Organization of The Human Body	***Students will:*** i. Describe the structure of the human body. ii. Obtain a fundamental understanding of the organization of the human body from the cellular level. iii. Identify the biological systems of the human body.	The human body has organized structures with specific functions. All organisms are composed of cells. **Cells → Tissues → Organs → Systems → Organisms**.  	Draw a diagram of the animal cell. Classroom discussion	Physical Education for lower secondary schools' levels 1-2-3 Pg. 34-41 Physical Education and sports For Caribbean CSEC students Pg. 58-61	Oral questioning Work sheet activity

		Biological systems A biological system is organized when a group of organs work together to carry out a particular task. **i.** Circulatory system **ii.** Nervous system **iii.** Respiratory system **iv.** Digestive system **v.** Skeletal system **vi.** Muscular system			

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WEEK 12

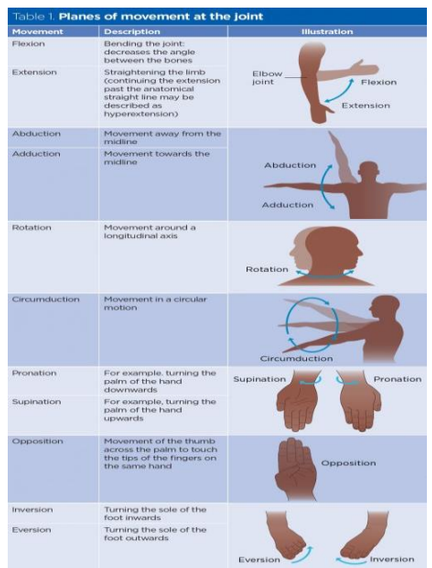
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology **Skeletal system**	***Students will:*** ***i.*** Understand the structure and organization of the human body. ***ii.*** Be aware of the different types of Bones and Joints. ***iii.*** Understand how the skeletal system works.	The main role of the skeleton in sport is to work with muscles to provide movement at joints, but it has more functions as you will discover. **<u>The skeletal system-</u>** functions, parts, purpose etc. **Bones** – types, names, structure, function, growth.    **The Vertebral Column** The vertebral column (spine) supports the skull and the limb gridles and ribs are attached to it. 	Pictorial and model presentation of the skeletal system. Classroom discussion Discussion on the functions of the different types of bones	<u>YouTube video</u> Physical Education and sports For Caribbean CSEC students Pg. 62-70 Physical Education for lower secondary schools' levels 1-2-3 Pg 35-53 Caribbean CESC physical education and sports study guide Pgs. 26-29	Oral questioning Presentation Assignment Identifying and drawing bones and joints.

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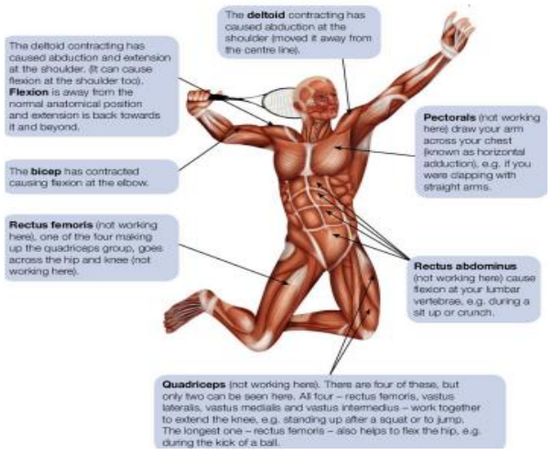
WEEK 13

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology **Skeletal system**	***Students will:*** i. Identify the various types of joints found in the human body. ii. Establish the purpose of each joint, In relation to its range of movements.	**Joints**: types, names, structure, function, movement. Table 1 **Planes of movement at the joint** Movement / Description / Illustration Flexion — Bending the joint: decreases the angle between the bones Extension — Straightening the limb (continuing the extension past the anatomical straight line may be described as hyperextension) Abduction — Movement away from the midline Adduction — Movement towards the midline Rotation — Movement around a longitudinal axis Circumduction — Movement in a circular motion Pronation — For example, turning the palm of the hand downwards Supination — For example, turning the palm of the hand upwards Opposition — Movement of the thumb across the palm to touch the tips of the fingers on the same hand Inversion — Turning the sole of the foot inwards Eversion — Turning the sole of the foot outwards  	Classroom discussion Draw a diagram of a joint.	YouTube video Physical Education and sports For Caribbean CSEC students Pg. 62-70 Physical Education for lower secondary schools' levels 1-2-3 Pg 35-53 Caribbean CESC physical education and sports study guide Pgs. 26-29	Oral questioning Work sheet activity

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WEEK 14

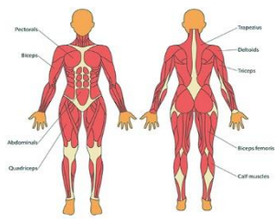
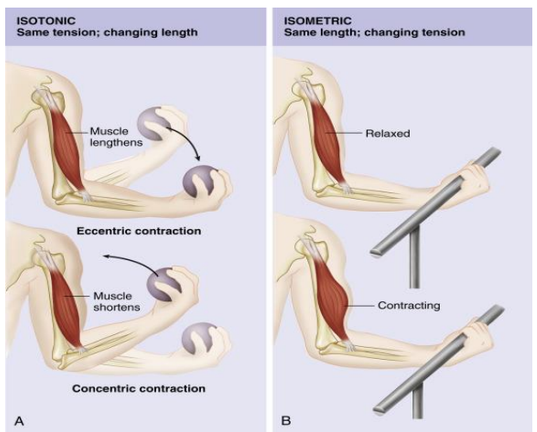
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology: **Muscular System**	***Students will:*** i. Understand the structure and organization of the human body. ***ii.*** Be aware of the different types of muscle fibre and major organs. ***iii.*** Understand the function of the Muscular system.	The <u>Muscular System:</u>  The muscular system is composed of specialized cells called muscle fibres. Their predominant function is contractibility. Muscles, attached to bones or internal organs and blood vessels, are responsible for movement. Nearly all movement in the body is the result of muscle contraction. **Functions of the muscular system** + Mobility + Stability +Posture + Circulation +Respiration etc.	Pictorial and model presentation of the Muscular system. Discussion on the functions of the major muscle groups and major organs.	Visual Aids <u>Web article</u> Resource Personnel Caribbean CESC physical education and sports study guide Pgs. 46 -59 Physical Education and sports For Caribbean CSEC students Pg. 71-77 Physical Education for lower secondary schools' levels 1-2-3 Pg 55-61	Oral questioning Assignment Identifying and drawing muscle fibre, heart, and blood vessels. Presentation Importance of the Muscular System.

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Curriculum Area: Physical Education and Sport

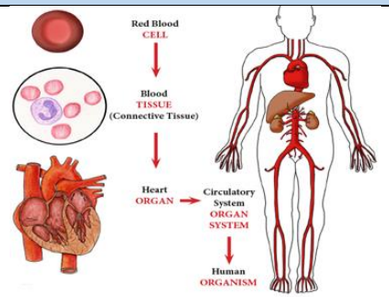
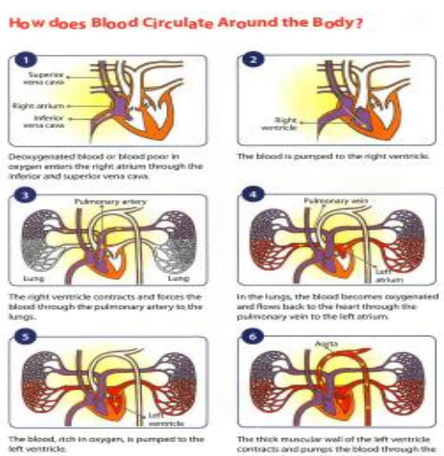
GRADE 10

WEEK 15

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology: **Muscular System**	***Students will:*** i. Identify the major muscles in the human body. ***ii.*** Briefly explain how the muscles work to allow movement.	The major muscles of the Muscular System:  Muscles and Movement Muscles play a part in every function of the body. The muscular system is made up of over 600 muscles. 	General discussion to highlight the function of the Muscular System. Classroom discussions	Resource Personnel Caribbean CESC physical education and sports study guide Pgs. 46 -59 Physical Education and sports For Caribbean CSEC students Pg. 71-77 Physical Education for lower secondary schools' levels 1-2-3 Pg 55-61	Oral questioning Work sheet activity

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Curriculum Area: Physical Education and Sport **GRADE 10**

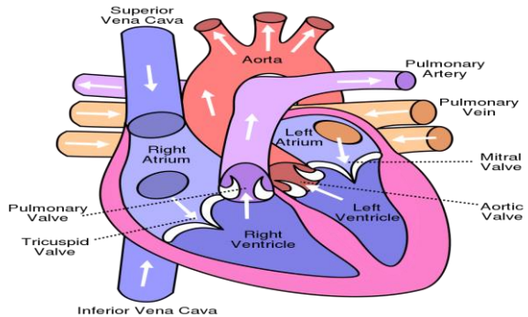
					WEEK 16
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Anatomy and Physiology: **Circulatory System**	***Students will:*** ***i.*** Understand the structure and organization of the human body. ii. Understand how the Muscle and Circulatory system works. ***iii.*** Understand the function of the Muscle and Circulatory systems.	<u>The circulatory System</u>- is the transport system in the human body.  The Circulatory system- consists of the heart, blood, and blood vessels- supplies O_2 and nutrients. 	Discussion on the functions of the major muscle groups and major organs. General discussion to highlight the function of the Circulatory System Presentation on <u>Heart Rate</u>, Stroke Volume, Cardiac Output, and Blood Pressure.	Visual Aids <u>YouTube video</u> Caribbean CESC physical education and sports study guide Pgs. 60- 69 Physical Education for lower secondary schools' levels 1-2-3 Pg 61-72 Physical Education and sports	Oral questioning Presentation Pictorial and model presentation of the Circulatory system Assignment

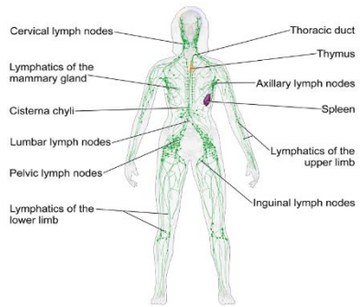
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WEEK 17

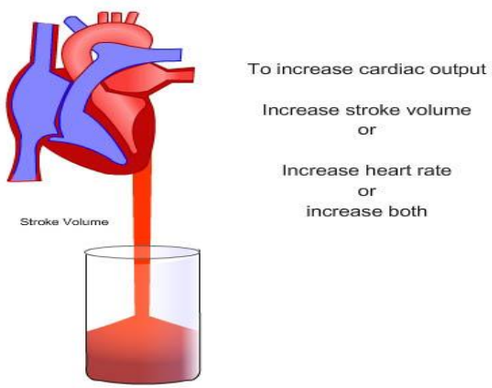
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology: **Circulatory System**	***Students will:*** i. Identify the parts of the human heart. ii. Briefly describe how the heart functions- during exercise and at rest. iii. Understand the purpose of the lymphatic system.	The heart works non-stop pumping blood around the body. It carries nutrients and oxygen to body cells for respiration.  Functions of the heart **Right Side** / **Left Side** Vena cava- brings deoxygenated blood from the body systems. / Pulmonary veins- collects oxygenated blood from lungs to the heart. Right atrium- collects deoxygenated blood from the body. / Left atrium- collects oxygenated blood from the lungs. Tricuspid valve- prevents blood flowing back into the atrium when the ventricles contract. / Bicuspid/ Mitral valve- prevents the blood flowing back into the atrium when the ventricle contract. Lymph nodes are a group of small, bean-shaped organs found mainly in the neck and trunk of the human body.	Experiment Examine the heart (realistic) of a bird. Draw an illustration of the human heart	YouTube video Caribbean CESC physical education and sports study guide Pgs. 60- 69 Physical Education for lower secondary schools' levels 1-2-3 Pg 61-72	**Presentation** Inspection of a healthy heart versus a damaged drug-filled heart. Students' worksheet activity

				Physical Education and sports For Caribbean CSEC students Pg. 81-86	

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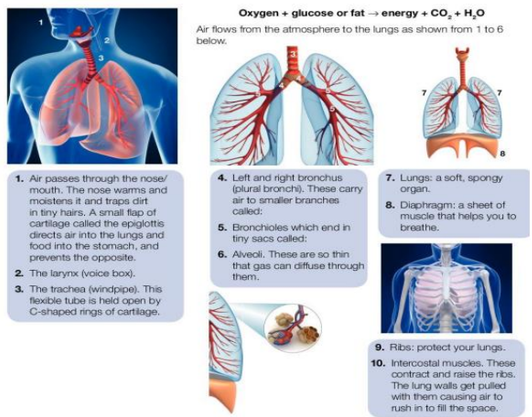
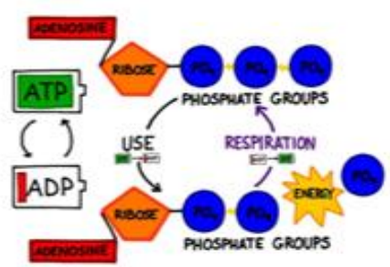
WEEK 18

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology: **Circulatory System**	***Students will:*** i. Define the term heart rate and cardiac output. ii. Discuss how exercise affects your heart rate. iii. Explain how stroke volume increases during exercise. iv. Explain how exercise influences blood pressure.	Heart rate "The number of times your heart beats per minute, B.P.M." (Fountain, 2016). Cardiac output The amount of blood pumped from the heart in one minute.  **Formula for Cardiac Output** ***Heart rate X Stroke volume= cardiac output/ 1000*** e.g., 70 bpm X 70 mL= 4900/ 1000 **= 4.9 litres** In this example at rest, about five times the volume of blood travels around your body. Exercise effects on heart rate During physical activities, the heart rate increases because the body needs more oxygen for respiration and must remove carbon dioxide.	Identify factors affecting blood pressure (BP) Calculate **Fit person**: 55 bpm X 90 mL **Unfit person**: 70 bmp X 70 mL	YouTube video Caribbean CESC physical education and sports study guide Pgs. 60- 69 Physical Education for lower secondary schools' levels 1-2-3 Pg 61-72 Physical Education and sports For Caribbean CSEC students Pg. 81-86	Students' worksheet activity Classroom discussion Watching and analyzing videos Pre-prepared oral questioning quiz

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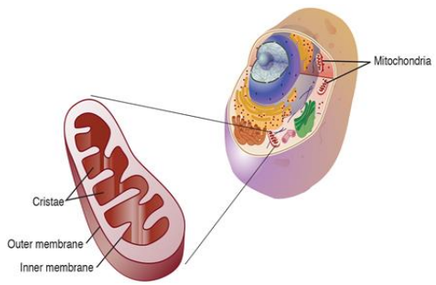
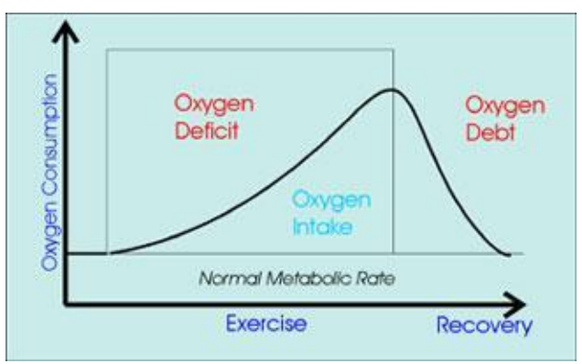
WEEK 19

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology: **Respiratory System**	***Students will:*** ***i.*** Understand how the Respiratory system works. ii. Understand the function of the Respiratory systems. iii. Under the function of the types of respiration and how it benefits an athlete.	The Respiratory System  Respiration is one of the most important biological processes in all living organisms. Types of respiration i. Aerobic respiration ii. Anaerobic respiration  Image showing ATP and ADP respiration.	Pictorial and model presentation of the Respiratory and nervous system. General discussion to highlight the function of the Respiratory System and the Nervous System. Presentation on various aspects of the different systems.	Resource Personnel Physical Education and sports For Caribbean CSEC students Pg. 73-78 Caribbean CESC physical education and sports study guide Pgs. 70-77 Physical Education for lower secondary schools' levels 1-2-3 Pg 73-78 CSEC Physical Education and sport PASS PAPER 8th June 2007 Section B Question #14 (A)	Oral questioning Presentation Discussion on the functions of the various systems and their relative parts. Assignment Identifying and drawing the various systems. Portfolio building Class project

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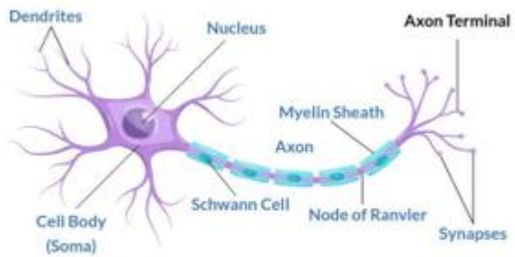
WEEK 20

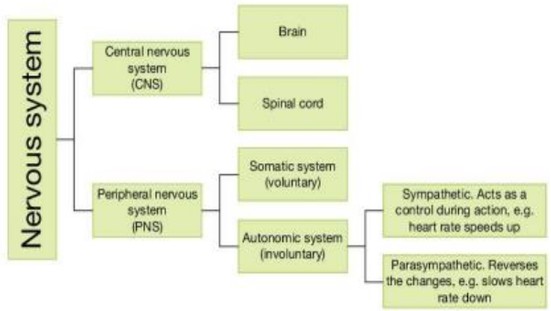
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology: **Respiratory System**	***Students will:*** i. Define the term respiration and briefly explain the types of respiration with the use of word equations. (Aerobic and anaerobic). ii. Explain how we create an oxygen debt. iii. Define the term breathing and explain how we breathe.	Respiration- "is the process by which energy is released from food by all living cells." (Tindale, 2016)  Diagram showing the site of respiration in the cell.  Graph showing the oxygen debt during exercise. During intense exercise, the body will reach a state of anaerobic respiration which will produce an oxygen debt. When an athlete is involved in high levels of physical activity, the oxygen demand is great.	Pictorial and model presentation of the Respiratory and nervous system. General discussion to highlight the function of the Respiratory System and the Nervous System. Presentation on various aspects of the different systems.	Visual Aids Resource Personnel Physical Education and sports For Caribbean CSEC students Pg. 73-78 Caribbean CESC physical education and sports study guide Pgs. 70-77 Physical Education for lower secondary schools' levels 1-2-3 Pg 73-78	Oral questioning Classroom discussion Watching and analysing videos

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WEEK 21

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology: **Nervous system**	***Students will:*** i. Be aware of the different types of Nervous Tissue and major organs. ***ii.*** Understand how the Nervous system works. ***iii.*** Understand the function of the Nervous systems.	The Nervous System  Diagram showing a typical nerve cell The nervous system is made up of the – brain, spinal cord, and nerves. Your nervous system uses specialized cells called neurons to send signals, or messages, all over your body. These electrical signals travel between your brain, skin, organs, glands, and muscles. The Nervous system consists of two parts- The Central Nervous system (CNS) The Peripheral nervous system (PNC)	Pictorial and model presentation of the Respiratory and nervous system. Discussion on the functions of the various systems and their relative parts. General discussion to highlight the function of the Respiratory System and the Nervous System.	Visual Aids Resource Personnel Internet Physical Education and sports For Caribbean CSEC students Pg. 87-91 Caribbean CESC physical education and sports study guide Pgs. 78-79	Oral questioning Presentation on various aspects of the different systems. Assignment Identifying and drawing the various systems.

				Physical Education for lower secondary schools' levels 1-2-3 Pg 88-99 CSEC Physical Education and sport PASS PAPER 8th June 2007 Section B Question #14 (A)	

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WEEK 22

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Class project **Introduction**	**Students will:** i. Understand the format for the class project, correctly. ii. Indicate 1 sport from the 18 given by CSEC for a competition. iii. In class, elect the executive body for the competition. iv. Use the Educational timetable and indicate the date, time, and venue for the competition. v. Suggest a suitable format for the tournament.	 It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. **CONDUCT AND ASSESSMENT OF CLASS PROJECT (30 MARKS)** The Class Project should take the form of an intramural event planned and conducted by the students themselves. Each student must take on the responsibilities of <u>ONE</u> role as an official. **Roles** **i.** Competition director **ii.** Competition manager etc., The executive body includes: President Secretary Treasurer Set a time and date that is approved by the Head of Department or the DMH- head of curriculum. **<u>Types of tournaments</u>** **i.** Single elimination **ii.** Double elimination **iii.** Triple elimination **iv.** Round robin **v.** 3-game guarantee tournaments etc.,	Classroom discussion Elections for i. Sport discipline ii. Executive members iii. date, time, and iv. - venue.	Resource <u>YouTube</u> <u>Website</u> CSEC Syllabus Pg 5 Pg. 40 - 46 Physical Education and sports For Caribbean CSEC students Pg. 265-27	Plan and organised the tournament- 1st phase. Build portfolio

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WEEK 23

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical Assessment **Option B** Sports disciplines i. Badminton ii. Golf iii. Squash iv. Table tennis v. Tennis **Example used for:** **Badminton**	**Students will:** **Skills training** i. Select one sport discipline for the second assessment. ii. On the field, demonstrate active warm-up, dynamic warm-up, and event-specific warm-up, iii. Training components, competently. E.g., warm-up drills iv. On the field, platform, or pool, demonstrate a minimum of 5 skills for the selected sport.	* Select only ONE discipline from this option for this assessment- Badminton **Components of training** Warm-up **i.** Fast pacing walking **ii.** Walking up and down stairs **iii.** Lunges  **Skills** **i.** Grip **ii.** Stance **iii.** Footwork **iv.** Serve **v.** Smash **vi.** Drop shot. **vii.** Clear or lob	Execute a full range of movements. Feed back	CSEC Syllabus Pg 25- 29 Pg 38-39 **References** YouTube videos Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Demonstrations Build portfolio on selected sports discipline.

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WEEK 24

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical Assessment **Option B** Sports disciplines **i.** Badminton **ii.** Golf **iii.** Squash **iv.** Table tennis **v.** Tennis **Example used for:** **Badminton**	**Students will:** **Application** **i.** Use the select one sport discipline from the first assessment. **ii.** On the field, l, demonstrate the application of skills pertaining to the selected sport discipline. **iii.** Effectively apply 6 of the 8 skills previously demonstrated.	**Badminton** In the game of badminton not only are skills vital to winning the game but also coordination. General skills like hand-eye coordination, timing, perception, and anticipation are also very useful skills to excel in badminton. **Skills application** *Smashing (foot movement, position of racquet etc. in play)*  *Service*  	Feed back Apply principles specific to the selected sport discipline. Assessment of skills application demonstrated by students.	CSEC Syllabus Pg 25- 29 Pg 38-39 **References** YouTube videos Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline. Demonstrations

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WEEK 25

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical **Option B** Sports disciplines **i.** Badminton **ii.** Golf **iii.** Squash **iv.** Table tennis **v.** Tennis **Example used for:** **Badminton**	**Students will:** **Tactics** i. Use the selected sport discipline from the first assessment. ii. On the field, platform, or pool, demonstrate the application of tactical skills pertaining to the selected sport discipline. iii. Demonstrate any 6 of 8 tactical skills in a competitive setting.	Tactics are best executed in a limited time frame.  	Execute a full range of movements. Feed back	Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336 **References** YouTube videos	Demonstrations Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline.

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					WEEK 26
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Practical **Option B** Sports disciplines i. Badminton ii. Golf iii. Squash iv. Table tennis v. Tennis **Example used for:** **Badminton**	**Students will:** **Law/rules governing the sport.** i. Use the select one sport discipline from the first assessment. ii. Identify the laws/rules pertaining to the selected sports discipline. iii. Interpret and demonstrate 5 of 7 rules and how they can be broken.	All organised sports have rules that ensure participants play correctly, safely, and fairly. The rules are decided and regulated by the sport's governing body. National governing bodies affiliate to international **federations,** which ensure the rules are applied across the world. **Badminton rules/laws** **Court and Court Equipment** - The court shall be a rectangle marked out with lines 40 mm wide. **Feathered Shuttle-** The shuttle shall have 16 feathers fixed in the base. **Racket-** The handle is the part of the racket intended to be gripped by a player. **Toss-** Before play commences, a toss shall be conducted and the side winning the toss shall exercise the choice in either Law 6.1.1 or 6.1.2: 6.1.1 to serve or receive first. **Change of Ends-** Players shall change ends: - At the end of the first game;	Oral questioning Written responses to questions	Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336 CSEC Syllabus Pg 13-25 Pg 38-39	Demonstrations Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

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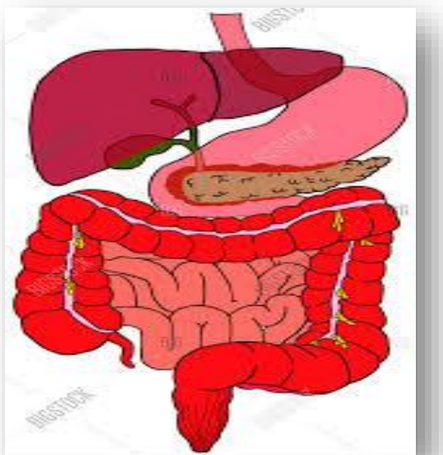
WEEK 27

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Class project **1st Phase** e.g., inter-level athletic tournaments. **Type of tournament** knock out	**Students will:** i. Successfully obtain or select a suitable name and logo for their organization. ii. Pen all relevant documentation for hosting a competition. iii. Advertise to the school populace via flyers etc.,	A suitable name MUST be given to the organizing body hosting the tournament. e.g. Fast as lightening Inc. **Logo Ideas**  Documentation **MUST** be sent for permission and or services. To: **i.** HM for school **ii.** Unit Of Allied Arts (your school) **iii.** Hospital/ health centre (First aid) **iv.** Local sports organizations (for referees) etc., **Flyer idea** 	Classroom discussion Elections for Sport discipline Executive members date, time, and venue.	Resource YouTube Website CSEC Syllabus Pg 5 Pg. 40 – 46	Plan and organised the tournament- 1st phase.

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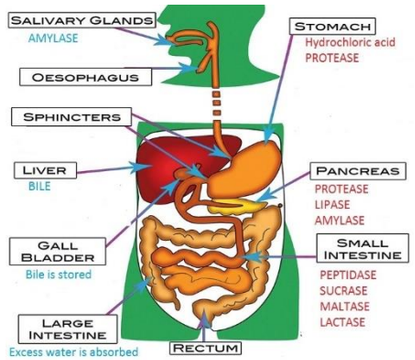
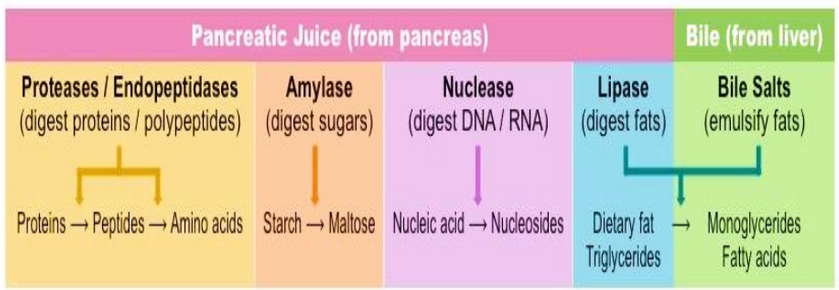
WEEK 28

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and physiology of the human body Human digestive system	**Students will:** i. Accurately define -What is digestion? ii. Within five (5) minutes, describe the process of digestion in the human body. iii. Using a template, draw a detailed diagram of the entire digestive system.	**Digestion**: the sequence by which food is broken down and chemically converted so that it can be absorbed by the cells of an organism and used to maintain vital bodily functions. **Digestive Processes** The processes of digestion include six activities: ingestion, propulsion, mechanical or physical digestion, chemical digestion, absorption, and defecation (excretion). **Diagram of the digestive system** 	In class discussion Freehand drawing of the digestive system Pictorial and model presentation of the Digestive and Excretory system.	Caribbean CESC physical education and sports study guide Pgs. 82 Physical Education and sports For Caribbean CSEC students Pg 73 YouTube videos CSEC Physical Education and sport PASS PAPER 28th May 2012	Stimulated oral questioning. Feedback Presentation on various aspects of the different system.

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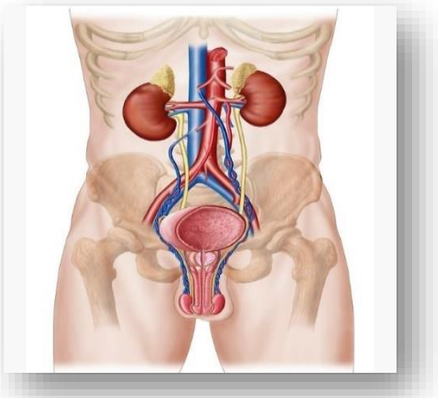
					WEEK 29
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Anatomy and physiology of the human body	**Students will:** After discussion, describe the functions of each part within the digestive system. Adequately. Compare and contrast the regulatory mechanisms involved in digestion. With a diagram , list four of five types of enzymes produced in the digestive system.	**Parts and functions of the digestive system** **Mouth**- digestion begins. **Oesophagus**- It supplies swallowed food along with its length. **Pancreas**- produces digestive enzymes. **Liver**- produces bile. **Gall bladder**- stores bile. **The stomach** -produces digestive enzymes. **Small intestine**- absorption of amino acids. **Large intestine**- supports the breakdown of waste. **Regulatory mechanisms** Neural and hormonal mechanisms work to maintain the optimal conditions in the Lumen needed for digestion and absorption. **Types of digestive enzymes and location** Amylase---- Lipase------Protease----- Lactase and Sucrase	Home assignment General discussion to highlight the function of the Digestive System Watching videos.	Caribbean CESC Physical Education and Sports Study Guide Pgs. 82 Physical Education and sports For Caribbean CSEC students Pg 73 Human Digestive System-	Presentation on various aspects of the different systems. Oral questioning

Human digestive system	Differentiate between the functions of the enzymes, accurately. Highlight the importance of the digestive system	 **Functions of the digestive enzymes**  **Importance of the digestive system** Digestion is important for breaking down food into nutrients, which the body uses for energy, growth, and cell repair. Food and drink must be changed into smaller molecules of nutrients before the blood absorbs them and carries them to cells throughout the body.	Brainstorming Watching video	explained. Caribbean CESC physical education and sports study guide Pgs. 82 The world of sports examined. By Paul Beashel Pg 39 YouTube videos	Active classroom discussion Oral questioning Active feedback

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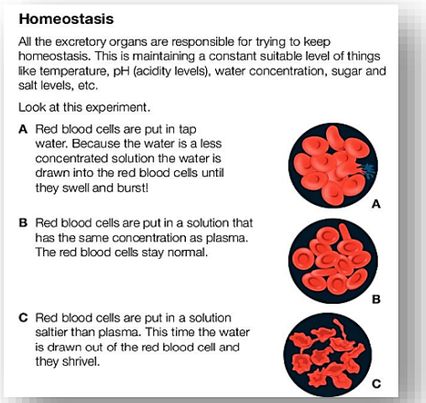
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WEEK 30

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology	**Students will:** Outline functions of the excretory system, adequately. Using a recommended template, obtain a diagram of the excretory system. Identify the excretory organs of the human body, within a given time (10 minutes)	Excretion is the process of eliminating or expelling waste matter. **Functions of the excretory system** Collect water and filter body fluids. Maintaining the osmotic level of blood and plasma Eliminate excretory products from the body  **Excretory system** **Organs of the system** - Kidneys - Liver - Lungs - Skin - Large intestine **Homeostasis during physical activities**	Watching videos Classroom discussions	Caribbean CESC physical education and sports study guide Pgs. 80-81 Physical Education and sports	Students worksheet. Oral presentation

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Sub-TOPIC/ SUB-TOPIC Excretory system	- Effectively, describe homeostasis and Osmoregulation during physical activities.	 **Homeostasis** All the excretory organs are responsible for trying to keep homeostasis. This is maintaining a constant suitable level of things like temperature, pH (acidity levels), water concentration, sugar and salt levels, etc. Look at this experiment. **A** Red blood cells are put in tap water. Because the water is a less concentrated solution the water is drawn into the red blood cells until they swell and burst! **B** Red blood cells are put in a solution that has the same concentration as plasma. The red blood cells stay normal. **C** Red blood cells are put in a solution saltier than plasma. This time the water is drawn out of the red blood cell and they shrivel. A B C **Osmoregulation**, in biology, maintenance by an organism of an internal balance between <u>water</u> and dissolved materials regardless of environmental conditions.	Peer questioning	For Caribbean CSEC students Pg 99 Emeritus Professor Kelvin Rodolfo, January 3, 2000. **What is Homeostasis?** The world of sports examined. By Paul Beashel Pg 39	Classroom discussion

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WEEK 31

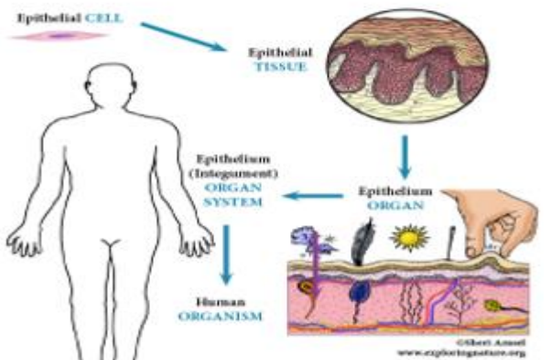
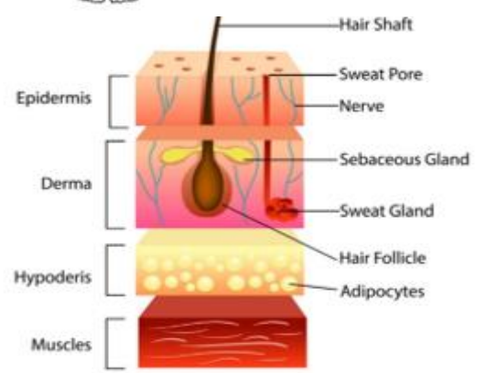
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology Excretory system	**Students will:** Briefly explain the specific functions of the urinary system, effortlessly Using a given template, sketch the kidneys.	**Urinary system functions** Besides the elimination of waste products such as these, the urinary system has several other vital. **Functions**. Maintaining homeostasis of mineral ions in extracellular fluid - Maintaining homeostasis of blood Ph - Maintaining homeostasis of extracellular fluids, including the blood volume, which helps maintain blood pressure. Kidney 	Create a model of the kidney using recyclable materials (**Home assignment**). Pictorial and model presentation of the Excretory system. Classroom discussions	Physical Education and sports For Caribbean CSEC students Pg 99 Heimo Mairbäurl, 2013 Nov 12. Red blood cells in sports: effects of exercise and training on oxygen	Oral questioning Presentation on various aspects of the different systems.

Excretory system	Highlight four out of six functions of the Kidneys.	**Functions** i. Regulation of extracellular fluid volume. ii. Excretion of wastes and toxins iii. Regulation of ion concentrations iv. Regulation of pH v. Excretion of wastes and toxins vi. Production of hormones	Active feedback Watching videos Examine a physically active person's kidneys to that of a 'non' physically active person. Present oral report	supply by red blood cells Caribbean CESC physical education and sports study guide Pgs. 80 YouTube videos Websites The world of sports examined. By Paul Beashel Pg 39	Assignment Report findings -orally

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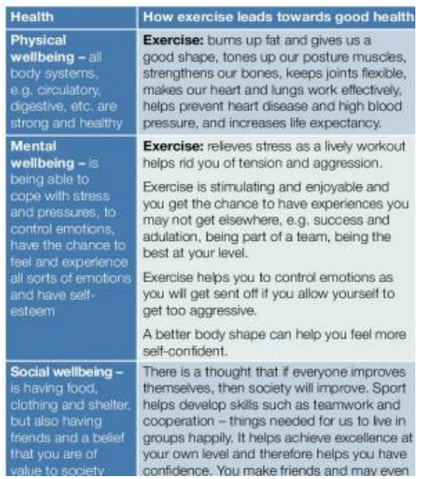
WEEK 32

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Anatomy and Physiology **Sub-TOPIC/ SUB-TOPIC** The Integumentary System	***Students will:*** Understand how the Integumentary system works. Understand the function and structure of the skin. Identify the associated glands with the system.	 The Integumentary system stops germs from getting in, also includes the hair and nails and it is the largest organ of the human body.  Functions of the skin + Sensation and protection + Thermoregulation + Production of vitamin D + Immune defense + Excretion	Identifying and drawing the structure of the skin and the associated glands. Discussion on the functions of the skin and the associated glands. General discussion to highlight the importance of the hair, nails, skin, and the associated glands.	Visual Aids Physical Education and sports For Caribbean CSEC students Pg 95-98 Resource Personnel YouTube Caribbean CESC physical education and sports study guide Pgs. 84-87	Oral questioning Presentation on the importance of the Integumentary systems, skin, hair, nails, and associated glands Assignment Pictorial and model presentation Integumentary systems. Practical Assessment Portfolio building

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Curriculum Area: Physical Education and Sport **GRADE 10**

WEEK 33

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Fitness and performance Concept of Fitness	***Students will:*** Understand the concept of fitness. Understand the components of fitness. Be aware of the benefits of exercise and recreation.	Fitness - "Fitness is the ability to meet the demands of the environment." (Fountain, 2016)  **How exercise and recreation affect physical, mental and social wellbeing?** Burns fat and gives us a good shape and tone our muscles, strengthens our bones, keeps joints flexible and improves heart and lung functions. These benefits further prevent heart disease and hypertension and also increases life expectancy. Relieves stress as a lively workout helps rid you of tension and aggression. Exercise is motivating and enjoyable and you get the chance to have experiences you may not get elsewhere, e.g. having a sense of belonging in a team or improving your skills in a sport. Exercise also helps you to control emotions. Improves self-confidence since you are in better shape. Sport helps to develop skills like teamwork, and cooperation, this will help us to live in groups happily. It assists with achieving excellence at your own level which therefore helps your confidence. New friendships are created and you might end up using sport as a career. (Fountain, 2016)	Demonstrate the components of fitness. . General discussion to highlight the importance of fitness	Physical Education and sports For Caribbean CSEC students Pgs. 106-114 YouTube Internet Caribbean CESC physical education and sports study guide Pgs. 88-91	Oral questioning Presentation on the benefits of exercise and recreation Assignment Portfolio building

NATIONAL SCHEME FOR SECONDARY SCHOOLS

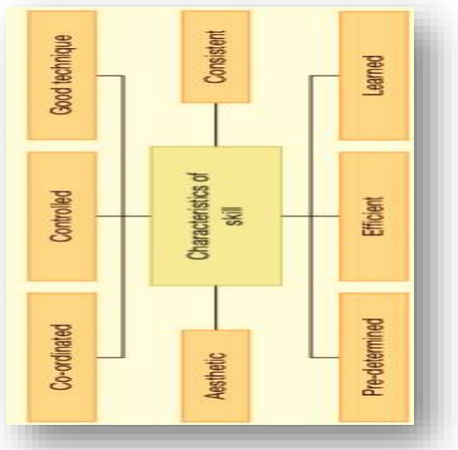
Curriculum Area: Physical Education and Sport **GRADE 10**

					WEEK 34
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Fitness and Performance Principles of fitness	***Students will:*** Be aware of the various fitness tests, training, and coordinating principles. Be aware of the importance of fitness tests, training, and coordinating principles.	Fitness tests are very useful to find out if a person's strengths and weaknesses to enable you to find a starting point and plan a programme. Types of tests + The cooper test (12 min run) + The multistage fitness test (bleep test) + The Kasch-Boyer step test (3-min step test)  Fitness testing is a series of measurements done to determine the health status and physical fitness of an individual. 	Demonstrate the components of fitness. General discussion to highlight the importance of fitness tests, training, and coordinating principles.	Visual Aids Physical Education and sports For Caribbean CSEC students Pgs. 115-124 Resource Personnel Caribbean CESC physical education and sports study guide Pgs. 102-107	Oral questioning Assignment Portfolio building Practical demonstration of the various fitness tests, training, and coordinating principles.

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Curriculum Area: Physical Education and Sport **GRADE 10**

WEEK 35

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Fitness and performance Concept of skills	**Students will:** Formulate a working definition for 'skills', effectively With referring to a diagram, establish the characteristics of skill. With reference to a video, establish how skills can be classified.	**Skill**- "The learned ability to bring about pre-determined results, with maximum certainty and maximum outlay of time, energy or both" (Fountain, 2016)  **Characteristics of skills** **Classification of skills** There is a broad range of sporting activities, each requiring a skill set. Skills have many characteristics that can change in different situations, making classifying them difficult. i. Open and Closed continuum ii. Gross and Fine continuum iii. Internal and external paced continuum	Active feedback Peer assessment Oral questioning Classroom discussion Watching videos	The world of sports examined. By Paul Beashel Pg.86 -102 Caribbean CESC physical education and sports study guide Pg. 122-123 YouTube videos Websites	Pre-prepared worksheet Demonstrate specific classification of skills during practical sessions.

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Curriculum Area: Physical Education and Sport **GRADE 10**

Note:

Student Candidate will select three (3) Sports from either Option A, B, or C as stipulated by the CSEC Syllabus for their assessment by the Subject Teacher during the Grade 10 and 11 periods. One (1) of the three (3) sports that they demonstrate the most competency in will be selected to be assessed by an assigned CSEC External Moderator. During this two (2) year period, Student candidates will be engaged in the Planning and Implementation of their Class Project. The Class Project MUST be conducted among the Students of THEIR respective Schools and not be extended to other Schools or Clubs.

Note: the word or words highlighted in BLUE are links to videos, websites, or books. Place the mouse icon and click enter for access to additional information.