# MINISTRY OF EDUCATION

## NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 8

## 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 8 Physical Education National Scheme.**

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@ 2023 Ministry of Education, Georgetown. Guyana

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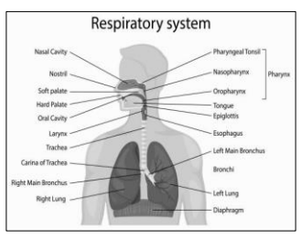
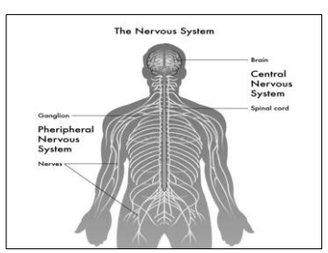
**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 1** |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***History and Development of Physical Education and Sport*** | **Students will:**<br>To relate students to the history and development of physical education and sports | ***History and Development of Physical Education and Sport:***<br><br>***i.*** Ancient and Modern Olympic Games.<br>***ii.*** Twentieth Century.<br>***iii.*** Physical Education and Sport in the Caribbean.<br><br>Major Sporting Events (for example, Commonwealth Games, Pan American Games, CARIFTA, World Cup, Paralympics, Special Olympics). | i. General discussion to highlight and make comparisons between Ancient and Modern Olympic Games.<br><br>ii. Listing various examples of Games played during Ancient and Modern day.<br><br>iii. Exploring the impact between Physical Education and Sport in the Caribbean.<br><br>iv. Identifying the different Games played within the Caribbean Communities.<br><br>v. General discussion on the Twentieth-Century Development of Physical Education and Sport and its impact on society.<br><br>vi. Exploring /Presenting the Major Sporting Events and stating their role in society. | i. Text Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

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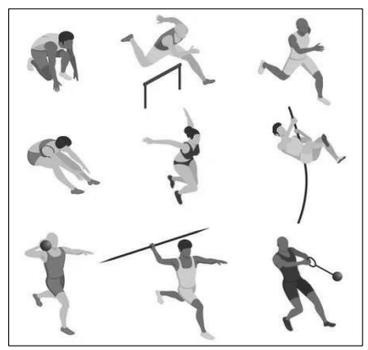
**WEEK 2**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Anatomy and Physiology*** | **Students will:** To relate the students to the anatomy and physiology of the human body | ***Anatomy and Physiology:***<br><br>i. The Respiratory System: Name of the major organ (lungs), structure, function, respiratory rate, tidal volume, minute volume, vital capacity, and maximum aerobic capacity.<br><br><br><br><br>ii. The Nervous System: Central, peripheral, autonomic, types of nervous tissue (sensory, motor, and relay), structure, function, voluntary and involuntary actions, reflex actions.<br><br><br> | i. Pictorial and model presentation of the Respiratory and nervous system.<br><br>ii. Identifying and drawing the various systems.<br><br>iii. Discussion on the functions of the various systems and their relative parts.<br><br>iv. General discussion to highlight the Respiratory and Nervous Systems' functions.<br><br>v. Presentation on various aspects of the different systems. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

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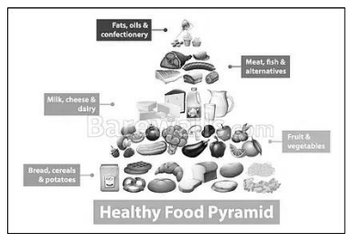
**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 3**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Fitness and Performance*** | **Students will:**<br>To familiarize students with the fitness and performance of an athlete | ***i.*** ***Fitness and Performance:***<br>ii. Assessing and Evaluating fitness: Include- Standing board jump, 1-minute sit-up test, grip strength dynamometer, sit and reach, agility run, alternate hand-wall throw, shuttle runs, Cooper Test/Beep Test, 3-minute step-up test.<br>iii. Principles of training and coordinating: Progression, Specificity, Reversibility, Overload, Variation, and Recovery.<br>iv.  | i. Demonstrate the components of fitness.<br>ii. Practical demonstration of the various fitness tests, training, and coordinating principles.<br>iii. General discussion to highlight the importance of fitness tests, training, and coordinating principles. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

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**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 4** |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Health and Nutrition*** | **Students will:**<br>To relate the student's health and nutrition to an athlete<br> | ***Health and Nutrition:***<br>High energy foods, high protein foods, pre-activity meals, post-activity meals, fluid replacement.<br> | i. General discussion to highlight the importance of high-energy meals.<br>ii. Identifying reasons for the importance of pre-and post-activity meals.<br>iii. Listing examples of high-protein foods.<br>iv. Identifying the importance of fluid replacement.<br>v. Presentation and display of high-energy foods, high-protein foods, pre- and post-activity meals, and fluid replacement. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

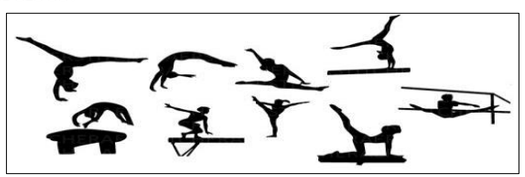
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**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 5** |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Trends and Social Issues*** | **Students will:**<br>To familiarize students with the trends and social issues that affect sports | ***Trends and Social Issues:***<br>i. Special populations: inclusion, accessibility.<br>ii. Cultural influences: customs and traditions.<br>iii. Media: influence of the mass media. | i. General discussion to highlight and discuss Physical Education and Sports issues.<br>ii. Examining the role of Special populations in inclusion and accessibility in Physical Education and Sports.<br>iii. Explore the role of Cultural influences on customs and traditions in Physical Education and Sports.<br>iv. Presentation on the role of the Mass media and its impact on Physical Education and Sports both positively and negatively. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | i. Oral questioning<br>ii. Take home assignment on trends and social issues in sports |

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**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 6** |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Gymnastics*** | **Students will:**<br>To familiarize students with the history of gymnastics | The history of gymnastics dates back thousands of years and has its roots in ancient civilizations. Here is a brief overview of the history of gymnastics:<br>Ancient Origins: Gymnastics can be traced back to ancient civilizations, including ancient Egypt, Greece, and China.<br><br>In ancient Egypt, gymnastics-like activities were part of military training, emphasizing strength, agility, and balance. In ancient Greece, gymnastics was an integral part of education and training for young men, with a focus on physical fitness, strength, and preparedness for military service. The Greeks also held the first recorded gymnastics competitions called the Olympic Games.<br><br>Renaissance and Early Modern Period: Following a decline during the Middle Ages, gymnastics experienced a revival during the Renaissance.<br><br>In the 18th and 19th centuries, gymnastics gained prominence in Europe as a physical education discipline. Friedrich Ludwig Jahn, known as the "father of gymnastics," introduced a systematic approach to gymnastics training in Germany.<br><br>John emphasized the development of strength, flexibility, and discipline through various apparatus exercises.<br> | Discussion of the history of gymnastics | PE 16 | Oral questioning |
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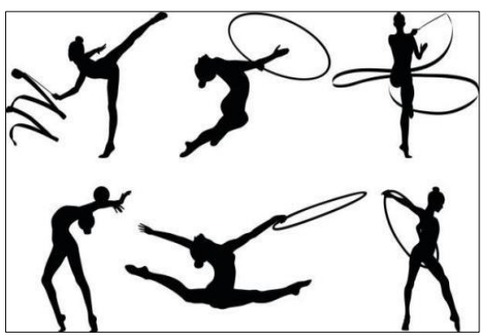
| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Dance*** | **Students will:**<br>To acquaint students with the history of dance | The history of dance is extensive and diverse, with roots dating back to ancient civilizations. Dance has been an integral part of human culture, serving various purposes such as religious rituals, storytelling, entertainment, social interaction, and self-expression.<br><br>Prehistoric and Ancient Dance: Dance likely originated in prehistoric times as a form of communication and expression. Cave paintings and archaeological findings suggest that early humans engaged in rhythmic movements and dances as part of their rituals and celebrations.<br><br>In ancient civilizations, such as Egypt, Mesopotamia, Greece, and India, dance played a significant role in religious ceremonies, social gatherings, and theatrical performances. These early dances often reflected cultural beliefs, myths, and social hierarchies.<br><br>Medieval and Renaissance Dance: During the Middle Ages, dance took on a more structured and formalized nature. Court dances emerged as a way for nobility to showcase their grace and refinement.<br><br>In the Renaissance period, dance underwent a significant transformation. Influenced by the revival of ancient Greek and Roman culture, dance became more expressive, theatrical, and closely tied to music. Notable dance forms during this period include the pavane, galliard, and branle.<br><br>Ballet: Ballet originated in the courts of Renaissance Italy and later developed into a highly refined and codified dance form in the French court. Ballet techniques, vocabulary, and aesthetics were established in the 17th century by influential figures like King Louis XIV of France and ballet master Jean-Baptiste Lully. Ballet emphasises | Discussion on the history and evolution of dance/dances | PE 16<br>Video on dancing | Oral questioning<br>Practical activities |

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| | | grace, precision, and storytelling through choreographed movements, and it continues to be a prominent dance form around the world.<br><br>**Folk and Traditional Dances**: Folk and traditional dances have been passed down through generations in various cultures, preserving cultural heritage and community traditions. These dances often reflect regional customs, ethnic identities, and historical events. Folk dances can be found in different parts of the world, such as the Irish jig, Mexican salsa, Indian bhangra, and African tribal dances.<br><br>**Modern and Contemporary Dance**: In the late 19th and early 20th centuries, dance underwent a significant transformation, breaking away from the formal constraints of ballet. Modern dance pioneers, such as Isadora Duncan, Ruth St. Denis, and Martha Graham, rebelled against traditional techniques and explored new ways of movement, self-expression, and emotional storytelling. Contemporary dance, which emerged in the mid-20th century, combines elements of ballet, modern dance, and other movement styles, pushing boundaries and embracing experimentation and individuality.<br><br>**Cultural Fusion and Global Dance**: In recent years, there has been an increased emphasis on cultural fusion and cross-cultural exchanges in dance. Traditional dance forms from different cultures are often blended with contemporary techniques and influences, leading to the creation of new dance styles and genres. Globalization and technological advancements have facilitated the sharing of dance forms and performances, allowing dancers from various backgrounds to collaborate and showcase their work on an international scale. | | | |

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**WEEK 7**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Gymnastics*** | **Students will:**<br>To familiarize students with the history of gymnastics | Modern Gymnastics: The development of modern gymnastics can be attributed to several key figures and events. In the early 19th century, Jean-Georges Noverre and François Delsarte introduced dance elements into gymnastics, leading to the inclusion of more artistic and expressive movements.<br><br>In the late 19th century, Swedish educator Pehr Henrik Ling developed the Swedish system of gymnastics, focusing on a scientific approach to physical education.<br>International Organizations: The International Gymnastics Federation (FIG) was established in 1881 as the governing body for gymnastics.<br><br>It was initially focused on men's artistic gymnastics but later expanded to include women's artistic gymnastics, rhythmic gymnastics, and other disciplines.<br><br>The FIG organizes international competitions, sets rules and regulations, and promotes the development of gymnastics worldwide.<br><br> | Discussion of the history of gymnastics | PE 16 | Oral questioning |

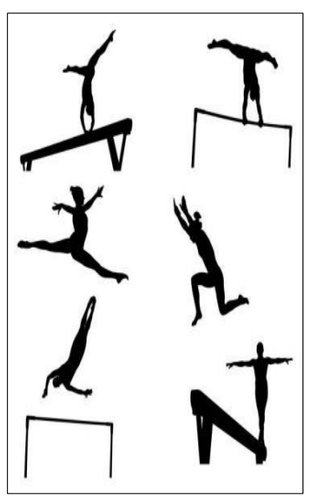
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Dance*** | **<u>Students will:</u>**<br>Apply The Rules Of Dance Including Those Of Specific Competitions<br><br>Develop Tactics And Strategies Of Competitive Play And Adapt These To The Strengths And Limitations Of Dancers | This option may be studied about any appropriate dance style, for example, contemporary, ballet, jazz, modern, and ethnic.<br><br>Any style of dance can be used as a stimulus or idea.<br><br>Steps from folk dance and ballroom dance may be incorporated into a candidate's own composition and performance<br><br> | Demonstration of the correct dancing balance, coordination, and control | PE 16<br><br>Video on dancing | Oral questioning<br>Practical activities |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Gymnastics*** | **<u>Students will:</u>** To familiarize students with the history of Gymnastics | Competitive Gymnastics: Gymnastics became a popular competitive sport in the late 19th and early 20th centuries. The first modern Olympic Games in 1896 included gymnastics events.<br><br>Modern Gymnastics: The development of modern gymnastics can be attributed to several key figures and events. In the early 19th century, Jean-Georges Noverre and François Delsarte introduced dance elements into gymnastics, leading to the inclusion of more artistic and expressive movements.<br><br>In the late 19th century, Swedish educator Pehr Henrik Ling developed the Swedish system of gymnastics, focusing on a scientific approach to physical education. International Organizations: The International Gymnastics Federation (FIG) was established in 1881 as the governing body for gymnastics. The FIG organizes international competitions, sets rules and regulations, and promotes the development of gymnastics worldwide.<br><br>Competitive Gymnastics: Gymnastics became a popular competitive sport in the late 19th and early 20th centuries. The first modern Olympic Games in 1896 included gymnastics events.<br><br> | Discussion of the history of gymnastics | PE 16 | Oral questioning |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Dance*** | **<u>Students will:</u>**<br>Understand The Need for Regular And Appropriate Practice To Improve Technique. | **Performance: a study of the mechanical and expressive nature of dance.**<br>i. Basic Principles<br>o Posture and placement; alignment; flow of energy; coordination; balance; control and mobility; and strength.<br>ii. The Body<br>o Locomotion and elevation; movement involving flexion; rotation; use of individual body parts in isolation and combination.<br>iii. Dynamics<br>o Speed, energy, continuity, rhythm.<br>iv. Spatial aspects<br>o Shaping and projecting the body in space through size level direction and pathway.<br> | Demonstration of the correct dancing balance, coordination, and control | PE 16<br>Video on dancing | Oral questioning<br>Practical activities |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Gymnastics*** | **Students will:**<br>To familiarize students with the various skills of gymnastics | Over the years, gymnastics competitions at various levels, including national, continental, and world championships, have become an integral part of the sport. The Olympic Games remain one of the most prestigious platforms for gymnasts to showcase their skills.<br><br>Evolution of Apparatus: Throughout history, gymnastics apparatus have evolved and expanded. The inclusion of apparatus such as parallel bars, rings, pommel horse, vault, balance beam, and uneven bars has added complexity and variety to gymnastics routines.<br><br>The development of safety measures and equipment, such as mats and protective gear, has improved the safety of gymnastics training and competitions.<br><br>Artistic and Rhythmic Gymnastics: Artistic gymnastics, characterized by strength, agility, and grace, involves performing routines on various apparatus.<br>Rhythmic gymnastics, introduced in the 20th century, combines dance, ballet, and gymnastics elements, with athletes performing choreographed routines with handheld apparatus like ribbons, balls, hoops, clubs, and ropes.<br><br> | Demonstration of various skills in gymnastics<br>i. Rhythmic Gymnastics using selected apparatus (ball, hoop, baton).<br>ii. Trampolining.<br>iii. Rings.<br>iv. Parallel bars.<br>v. Uneven bars.<br>vi. Horizontal bar.<br>vii. Balance beam.<br>viii. Pommel horse.<br>ix. Floor Exercise Skills (Balances and Tumbles). | Video on gymnastics | Practical exercises |

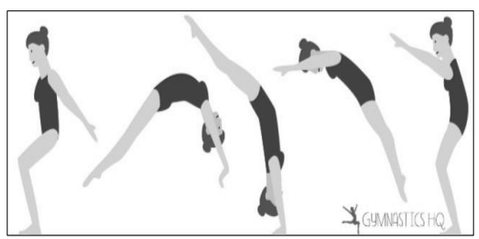
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Dance*** | **Students will:**<br>Develop Competencies In Planning And Implementing An Intra-Mural Event<br><br>Develop Leadership Qualities And Cooperative Behaviours Through Group Activities. | **Dance Composition**<br>i. A study and appreciation of dances through participating in composing solo, duo, and group dances.<br>ii. The exploration of a range of dance ideas, styles, and accompaniments.<br>iii. The selection and development of appropriate actions, spatial and dynamic content.<br>iv. The use of choreographic devices as appropriate to the chosen dance style.<br>v. The use of expression and communication.<br><br> | Demonstration of the correct dancing balance, coordination, and control | PE 16<br>Video on dancing | Oral questioning<br>Practical activities |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Gymnastics*** | **Students will:**<br>To familiarize students with the various skills of gymnastics | **Gymnastics skills:**<br>i. Rhythmic Gymnastics using selected apparatus (ball, hoop, and baton).<br>ii. Trampolining.<br>iii. Rings.<br>iv. Parallel bars.<br>v. Uneven bars.<br>vi. Horizontal bar.<br>vii. Balance beam.<br>viii. Pommel horse.<br>ix. Floor Exercise Skills (Balances and Tumbles).<br><br>**Floor Exercise**<br>i. Each candidate will be required to perform a floor routine of at least eight different skills.<br>ii. Handstand.<br>iii. Rolls (forward, backwards, dive forward).<br>iv. Headstand.<br>v. Cartwheel.<br>vi. Round off.<br>vii. Kip.<br>viii. Handspring.<br>ix. Headspring.<br>x. Back handspring.<br>xi. Front somersault.<br> | Demonstration of various skills in gymnastics<br>i. Rhythmic Gymnastics using selected apparatus (ball, hoop, and baton).<br>ii. Trampolining.<br>iii. Rings.<br>iv. Parallel bars.<br>v. Uneven bars.<br>vi. Horizontal bar.<br>vii. Balance beam.<br>viii. Pommel horse.<br><br>Floor Exercise Skills (Balances and Tumbles). | Video on gymnastics | Practical exercises |

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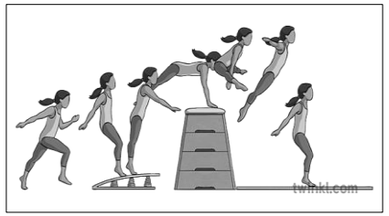
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Dance*** | Develop leadership qualities and cooperative behaviours through group activities. | **Dance Appreciation**<br>A study of the meaning and significance of dances, both those composed by the candidate and those composed by professional choreographers.<br><br>This will include the consideration of such features as:<br>type of dance, for example, lyrical, abstract, dramatic;<br><br>Style of the dance; number and gender of dancers; theme or subject matter of the dance; dynamic, spatial, and action content of the dance; set, design, lighting, costume, and accompaniment; structure and form; interpretation resulting from how elements are perceived.<br><br> | Demonstration of the correct dancing flexibility, mobility, and strength. | Video on dancing | Practice exercises |

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**WEEK 11**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Gymnastics*** | **Students will:** To familiarize students with the various skills of gymnastics | **(b) Vaulting Skills**<br>Each candidate will be required to perform at least four different vaults.<br>i. Squat vault.<br>ii. Straddle vault.<br>iii. Flank vault.<br>iv. Rear vault.<br>v. Front vault.<br>vi. Shoulder/Neck spring vault.<br>vii. Headspring vault.<br>viii. Handspring vault.<br><br>**(c) Rhythmic Gymnastics Skills**<br>Each candidate will be required to perform a routine using at least four different skills from one of the categories listed below.<br>Body Movement Skills<br>i. Steps<br>ii. Variety in step patterns.<br>iii. Jumps and leaps.<br>iv. Take-offs, landings, shapes in flight, rotations.<br>v. Pivots<br>vi. On different body parts, with different body/limb shapes.<br>vii. Balances<br>viii. On different body parts, with different shapes, and levels.<br>ix. Waves<br>x. With different body parts, in different directions, and levels.<br>xi. Bends<br>xii. Of different body parts, while in different positions.<br>xiii. Rolls/Splits, Different directions | Demonstration of various skills in gymnastics<br>i. Rhythmic Gymnastics using selected apparatus (ball, hoop, and baton).<br>ii. Trampolining.<br>iii. Rings.<br>iv. Parallel bars.<br>v. Uneven bars.<br>vi. Horizontal bar.<br>vii. Balance beam.<br>viii. Pommel horse.<br>ix. Floor Exercise Skills (Balances Tumblesbles). | Video on gymnastics | Practical exercises |

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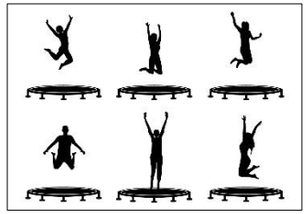
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Dance*** | **<u>Students will:</u>**<br>To acquaint students with the correct posture and alignment when dancing | **Skills in dancing:**<br>i. Dancing Posture<br>ii. Dancing alignment<br> | Demonstration of the correct dancing posture and alignment | Video on dancing | Practice exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 12**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Gymnastics*** | **Students will:**<br>To familiarize students with the various skills of gymnastics | Skills in gymnastics:<br>**(d) Trampolining Skills**<br>i. Tuck jumps.<br>ii. Pike jumps.<br>iii. Straddle jumps.<br>iv. Seat drop.<br>v. Half twist.<br>vi. Full twist.<br>vii. Front drop.<br>viii. Front somersault.<br>ix. Back somersault.<br>**x.** Combinations.<br><br>**(e) Suspended Rings Skills**<br>i. Inverted hang.<br>ii. Nest hang.<br>iii. Forward single leg cut.<br>iv. Backwards double leg cut dismount.<br>v. Combinations.<br><br>**(f) Parallel Bars Skills**<br>i. Forward hand walk.<br>ii. Hip roll.<br>iii. Corkscrew mount.<br>iv. Flank dismount.<br>v. Combinations.<br> | Demonstration of various skills in gymnastics | Video on gymnastics | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

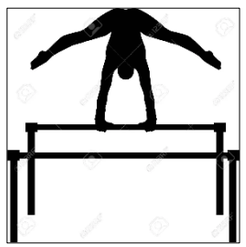
**Curriculum Area:** Physical Education and Sport **GRADE 8**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Dance*** | **Students will:**<br>To relate the students with the correct balance, control, and coordination when dancing | **Skills in dancing:**<br>i. Dancing balance<br>ii. Dancing coordination<br>**iii.** Control<br> | Demonstration of the correct dancing balance, coordination, and control | Video on dancing | Practice exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 13**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Gymnastics*** | **<u>Students will:</u>**<br>To familiarize students with the various skills of gymnastics | Skills in gymnastics:<br>**(g) Uneven Bars**<br>i. Pullover mount.<br>ii. Back hip circle.<br>iii. Free hip circle.<br>iv. Stride Front hip circle.<br>v. Front hip circle.<br>vi. Squat on jump to high bar.<br>vii. Sole circle dismount.<br>**(h) Horizontal Bar**<br>i. Pullover mount.<br>ii. Back hip circle.<br>iii. Free hip circle.<br>iv. Stride Front hip circle.<br>v. Front hip circle.<br>vi. Swing 1/2 turn.<br>vii. Kip.<br>viii. Sole circle dismount.<br>**(i)Balance Beam Skills**<br>i. Squat mount.<br>ii. Chasse.<br>iii. Back shoulder roll.<br>iv. Arabesque.<br>v. Leap.<br>vi. Forward roll.<br>vii. Cartwheel dismount.<br>**viii.** Combinations.<br>**(j) Pommel Horse Skills**<br>i. Feint.<br>ii. Front support and swing.<br>iii. Single leg circle forward.<br>iv. Simple travel.<br>v. Combinations.     | Demonstration of various skills in gymnastics | Video on gymnastics | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

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|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Dance*** | **<u>Students will:</u>**<br>To familiarize students with the correct way to maintain flexibility, mobility, and strength in dancing | **Skills in dancing:**<br>i. Flexibility<br>ii. Mobility<br>iii. Strength<br> | Demonstration of the correct dancing flexibility, mobility, and strength. | Video on dancing | Practice exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

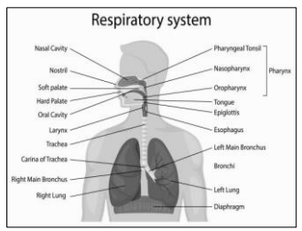
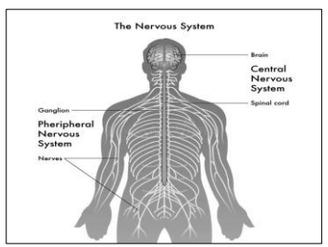
**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 14** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***History and Development of Physical Education and Sport*** | **Students will:**<br>To relate students to the history and development of physical education and sports | ***History and Development of Physical Education and Sport:***<br><br>***i.*** Ancient and Modern Olympic Games.<br>***ii.*** Twentieth Century.<br>***iii.*** Physical Education and Sport in the Caribbean.<br><br>Major Sporting Events (for example, Commonwealth Games, Pan American Games, CARIFTA, World Cup, Paralympics, Special Olympics). | i. General discussion to highlight and make comparisons between Ancient and Modern Olympic Games.<br><br>ii. Listing various examples of Games played during Ancient and Modern day.<br><br>iii. Exploring the impact between Physical Education and Sport in the Caribbean.<br><br>iv. Identifying the different Games played within the Caribbean Communities.<br><br>v. General discussion on the Twentieth-Century Development of Physical Education and Sport and its impact on society.<br><br>vi. Exploring /Presenting the Major Sporting Events and stating their role in society. | i. Text Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

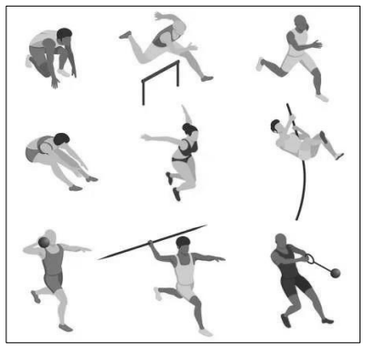
**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 15**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Anatomy and Physiology*** | **Students will:** To relate the students to the anatomy and physiology of the human body | ***Anatomy and Physiology:***<br><br>i. The Respiratory System: Name of the major organ (lungs), structure, function, respiratory rate, tidal volume, minute volume, vital capacity, and maximum aerobic capacity.<br><br><br><br><br>ii. The Nervous System: Central, peripheral, autonomic, types of nervous tissue (sensory, motor, and relay), structure, function, voluntary and involuntary actions, reflex actions.<br><br><br> | i. Pictorial and model presentation of the Respiratory and nervous system.<br><br>ii. Identifying and drawing the various systems.<br><br>iii. Discussion on the functions of the various systems and their relative parts.<br><br>iv. General discussion to highlight the Respiratory and Nervous Systems' functions.<br><br>v. Presentation on various aspects of the different systems. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

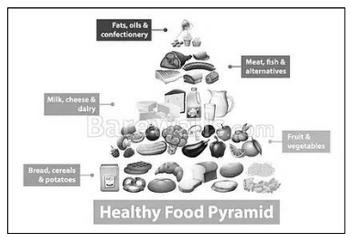
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**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 16** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Fitness and Performance*** | **Students will:**<br>To familiarize students with the fitness and performance of an athlete | ***Fitness and Performance:***<br><br>i. Assessing and Evaluating fitness: Include- Standing board jump, 1-minute sit-up test, grip strength dynamometer, sit and reach, agility run, alternate hand-wall throw, shuttle runs, Cooper Test/Beep Test, 3-minute step-up test.<br><br>ii. Principles of training and coordinating: Progression, Specificity, Reversibility, Overload, Variation, and Recovery.<br><br> | i. Demonstrate the components of fitness.<br><br>ii. Practical demonstration of the various fitness tests, training, and coordinating principles.<br><br>iii. General discussion to highlight the importance of fitness tests, training, and coordinating principles. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 17** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Health and Nutrition*** | **Students will:**<br>To relate the students' health and nutrition for an athlete<br> | ***Health and Nutrition:***<br>High energy foods, high protein foods, pre-activity meals, post-activity meals, fluid replacement.<br> | i. General discussion to highlight the importance of high-energy meals.<br>ii. Identifying reasons for the importance of pre-and post-activity meals.<br>iii. Listing examples of high-protein foods.<br>iv. Identifying the importance of fluid replacement.<br>v. Presentation and display of high-energy foods, high-protein foods, pre- and post-activity meals, and fluid replacement. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

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**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 18** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Trends and Social Issues*** | **Students will:**<br>To familiarize students with the trends and social issues that affect sports | ***Trends and Social Issues:***<br>i. Special populations: inclusion, accessibility.<br>ii. Cultural influences: customs and traditions.<br>iii. Media: influence of the mass media. | i. General discussion to highlight and discuss Physical Education and Sports issues.<br>ii. Examining the role of Special populations in inclusion and accessibility in Physical Education and Sports.<br>iii. Explore the role of Cultural influences on customs and traditions in Physical Education and Sports.<br>iv. Presentation on the role of the Mass media and its impact on Physical Education and Sports both positively and negatively. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning<br>Take home assignment on trends and social issues in sports |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 19**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Cricket*** | **<u>Students will:</u>**<br><br>Be knowledgeable on the History of Cricket | ***History of Cricket***<br>**Early Cricket (Pre 1799)**<br>Cricket, originating from the Weald region of England, was first introduced as an adult sport in 1611 and later evolved into a boys' game. Village cricket developed by the 17th century, and English county teams were formed in the second half. The first known game with county names was in 1709. Cricket became a leading sport in London and the south-eastern counties of England.<br><br><br>**19th Century Cricket**<br>The 19th century saw the development of cricket, with English county clubs and the All-England Eleven founded in 1846. Women's cricket played a significant role, with the first county match in 1811. International cricket games were played in 1844, and Test matches were played in 1877 against full Australian XIs. The "Golden Age of Cricket" spanned from 1890 to the First World War.<br> | Discussions on the various eras of cricket and its development | Video on the History of Cricket | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Golf*** | **<u>Students will:</u>**<br><br>Be knowledgeable on the History of Cricket | **History of Golf**<br>Golf originated in Scotland, where players played a game on the eastern coast of Scotland near Edinburgh. The sport gained royal approval in 1502, and its popularity spread throughout 16th-century Europe. King James IV of Scotland introduced the game to England and France, with the term 'caddie' derived from the name for her French military aides, cadets. The first international golf match was held in 1682 at Leith, where the Duke of York and George Patterson represented Scotland. The first golf club was formed in 1744, and the first 18-hole course was built in 1764. The Royal and Ancient Golf Club of St Andrews was established as the world's premier golf club in 1834.<br><br> | Discussions on the various eras of golf and the development | PE 16<br><br>Videos on Golf | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 20**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Cricket*** | **Students will:**<br><br>Be knowledgeable on the History of Cricket | ***History of Cricket***<br>**20th Century Cricket**<br>The Indian cricket team was founded in 1909 by the Imperial Cricket Conference (ICC). Before World War II, Test nations like the West Indies, New Zealand, India, and Pakistan became Test nations, leading to increased popularity in domestic competitions. Women's cricket also gained international recognition, with the first Test Match between England and Australia in 1934. The International Women's Cricket Council was established in 1958, and the first Cricket World Cup in 1973 took place. The success of the inaugural World Cup led to further competitions in England, India, and Pakistan, and the introduction of a third umpire in 1992.<br><br>**21st century Cricket**<br>The 21st century has seen rapid changes in cricket, particularly in the introduction of three-hour Twenty20 cricket. Innovation in bowling and fielding has led to the creation of the Indian Premier League. The ICC introduced the Test Championship Table and One-day International Championship Table, which have evolved into the official MRF Tyres ICC Team Rankings. Women's cricket has also experienced significant development, with the World Cricket League introducing competitive limited-overs cricket to new countries. Technological advancements in cricket include ball tracking, flashing stumps, infrared cameras, edge detection technology, and the Duckworth-Lewis-Stern method.<br> | Discussions on the various eras of cricket and the development | Video on the History of Cricket | Practical exercises |

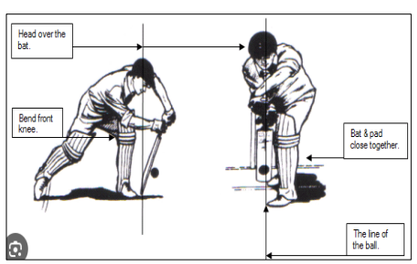
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Golf*** | **<u>Students will:</u>**<br><br>Be knowledgeable on the History of Golf | The Industrial Revolution of the Victorian era brought about changes in golf clubs, making them more affordable for the average person. The British Open was played at the Prestwick Golf Club in 1860, with Willie Park winning the event. Other legendary names of the game, such as Tom Morris, were born, and the United States Golf Association (USGA) was established in 1894 to regulate the game. Today, golf courses reflect the history of the game, with the US courses being presented as beautifully sculptured and manicured landscaped parklands. Some of the most famous golf courses in the world are still found in Scotland, with their names evoking the game's passion and tradition.<br><br> | Discussions on the various eras of golf and the development | PE 16<br>Videos on Golf | Practical activities |

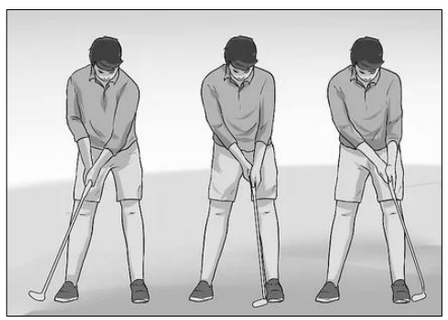
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**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 21** |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Cricket*** | **Students will:**<br><br>To enable students with the skills of batting | **Batting:**<br><br>i. Approach: grip; stance; the back lift.<br><br>ii. The forward and back strokes: in defence – use of feet; in attack – the<br>iii. drives; leg glance.<br><br>iv. Strokes played with a vertical bat.<br><br><br> | i. Demonstration of the various skills in batting:<br><br>ii. The grip; stance; the back lift.<br><br>iii. How to play forward and back strokes: in defence – use of feet; in attack – the<br>iv. drives; leg glance.<br><br>v. Using the bat play a stroke with a vertical bat. | Video on cricket<br>Batting chart | Practical exercises |

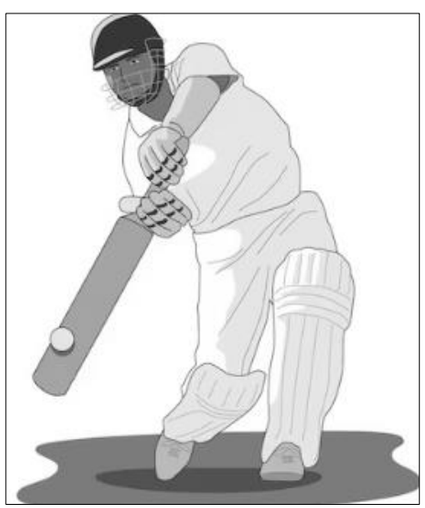
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| Golf | **Students will:**<br>To enable students with the skills to play golf | **Skills**<br>i. Stance: open; closed; the position of the ball.<br>ii. Grip: weak/strong; overlapping (Vardon); interlocking (Hogan).<br> | Demonstration of the various skills:<br>i. Stance: open; closed; the position of the ball.<br>ii. Grip: weak/strong; overlapping (Vardon); interlocking (Hogan). | Video on golf | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 22** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Cricket*** | **Students will:**<br><br>To enable students with the skills of batting | **Batting**:<br><br>i. Strokes played with the horizontal bat: hitting a full pitch to the leg; the pull;<br>ii. the hook; the sweep; the cut.<br><br>iii. Running between the wickets; calling and backing up.<br><br>iv. Reading the bowling: spin; speed; in swing; out swing.<br><br> | Demonstration of the various skills in batting:<br><br>i. Strokes played with the horizontal bat: hitting a full pitch to the leg; the pull;<br>ii. the hook; the sweep; the cut.<br><br>iii. Drills of Running between the wickets; calling and backing up.<br><br>iv. Judging the bowling: spin; speed; in swing; out swing. | Video on cricket<br>Batting chart | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| Golf | **<u>Students will:</u>**<br>To enable students with the skills to play golf | **Skills**<br>i. Swing: backswing; downswing.<br>ii. Use of woods, irons, and putters.<br> | Demonstration of the various skills:<br>i. Swing: backswing; downswing.<br>ii. Use of woods, irons, and putters. | Video on golf | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Cricket*** | **Students will:**<br>To enable students with the skills of fielding | **Fielding:**<br>i. Concentration; backing up; getting behind the ball; moving onto the ball.<br>ii. Two-hand interception, underarm flick.<br>iii. Stopping and returning: barrier position.<br>iv. Throwing: long, high, flat, hard – at the wicket.<br>v. Chasing and retrieving: over short distances; over long distances.<br> | Demonstration of the various skills in Fielding:<br>i. Drills for; backing up; getting behind the ball; and moving onto the ball.<br>ii. Drills for the two-hand interception and the underarm flick.<br>iii. Drills for stopping and returning: barrier position.<br>iv. Drills for throwing: long, high, flat, hard – at the wicket.<br>v. Drills for chasing and retrieving: over short distances; over long distances. | Video on fielding<br>Chart showing fielding positions | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| Golf | **<u>Students will:</u>**<br>To enable students with the skills to play golf | **Skills**<br>i. Strokes: tee shot; drive; approach shots; chip; pitch; putt.<br>ii. Playing from hazards: shots from bunkers and the rough.<br> | Demonstration of the various skills:<br>i. Strokes: tee shot; drive; approach shots; chip; pitch; putt.<br>ii. Playing from hazards: shots from bunkers and the rough. | Video on golf | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 24** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Cricket*** | **Students will:**<br>To enable students with skills in the field | **Fielding:**<br>i. Catching: high catching; slip catching; medium catching, low catch.<br>ii. Positions: away from the wicket; close to the wicket; specialist positions.<br>iii. Wicket keeping: stumping; run outs; receiving the ball from bowling and fielding; catching; use of pads.<br> | Demonstration of the various skills in Fielding:<br>i. Catching drills: high catching; slip catching; medium catching, low catch.<br>ii. Positions: away from the wicket; close to the wicket; specialist positions.<br>iii. Wicketkeeping drills: stumping; run outs; receiving the ball from bowling and fielding; catching; and use of pads. | Video on fielding<br>Chart showing fielding positions | Practical activities |

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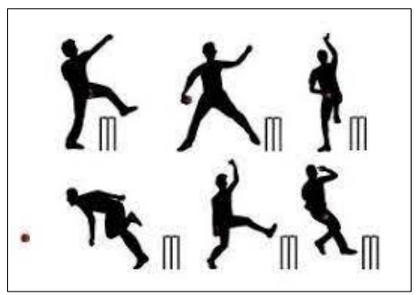
**Curriculum Area:** Physical Education and Sport **GRADE 8**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| Golf | **<u>Students will:</u>**<br>To enable students with the skills to play golf | **Skills**<br>i. Stance: open; closed; the position of the ball.<br>ii. Grip: weak/strong; overlapping (Vardon); interlocking (Hogan).<br>iii. Swing: backswing; downswing.<br>iv. Use of woods, irons, and putters.<br>v. Strokes: tee shot; drive; approach shots; chip; pitch; putt.<br>vi. Playing from hazards: shots from bunkers and the rough.<br> | Demonstration of the various skills:<br>i. Stance: open; closed; the position of the ball.<br>ii. Grip: weak/strong; overlapping (Vardon); interlocking (Hogan).<br>iii. Swing: backswing; downswing.<br>iv. Use of woods, irons, and putters.<br>v. Strokes: tee shot; drive; approach shots; chip; pitch; putt.<br>vi. Playing from hazards: shots from bunkers and the rough. | Video on golf | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 25**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Cricket*** | **Students will:**<br>To enable students with the skills of bowling | **Bowling :**<br>i. The basic action: grip; run up; delivery stride; release; follow through.<br>ii.<br>iii. The basic action: side-on, front-on, semi-open, mixed action.<br>iv. Length and direction.<br>v. Swing: out swing (grip, rotation at shoulders, use of out swing);<br>vi. In swing (grip, bowling action, use of in swing).<br>vii. Cutters: off-cutter (grip, action, when to use); leg-cutter (grip, action,<br>viii. when to use).<br>ix. Medium and fast-pace bowling: run up; action; grip; variation of pace.<br>x. Spin grip; action; when to use spin, googly; top spin; off-spin.<br> | Demonstration of the various skills in bowling:<br>i. The basic action: grip; run up; delivery stride; release; follow through.<br>ii. The basic action: side-on, front-on, semi-open, mixed action.<br>iii. Swing: outswing (grip, rotation at shoulders, use of outswing<br>iv. In swing (grip, bowling action, use of in swing).<br>v. Cutters: off-cutter<br>vi. Medium and fast-pace bowling: run up; action; grip; variation of pace.<br>vii. Spin grip; action; when to use spin, googly; top spin; off-spin. | Video on bowling<br>Bowling chart | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

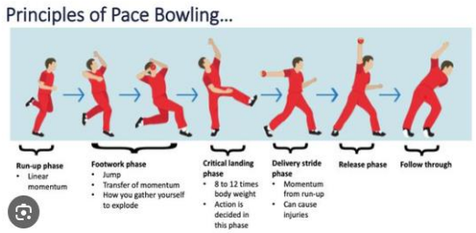
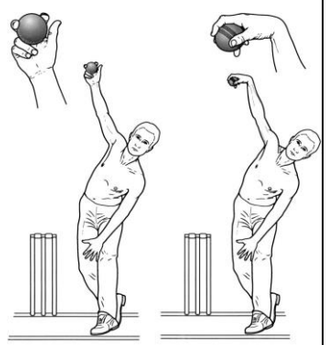
**Curriculum Area:** Physical Education and Sport **GRADE 8**

| OR | | | | | |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Golf*** | **<u>Students will:</u>**<br>To enable students with the skills to play golf | **Tactics**<br>i. Selection of club.<br>ii. Use and control of: draw; fade; backspin; topspin; lofting.<br>iii. Taking account of conditions: lie; distance; wind and weather.<br>iv. Using the run of the fairway.<br>v. Slopes and green.<br> | Demonstration of the various skills:<br>i. Selection of club.<br>ii. Use and control of: draw; fade; backspin; topspin; lofting.<br>iii. Taking account of conditions: lie; distance; wind and weather.<br>iv. Using the run of the fairway.<br>v. Slopes and green. | PE 16<br>Video on golf | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 26**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Cricket*** | **Students will:**<br>To enable students with the skills of bowling | **Bowling:**<br>**i. Pace Bowling**<br>To bowl the ball (with a straight arm) towards the batter with a seam remaining in the perpendicular position allowing the ball to swing through the air and/or move sideways off the pitch<br><br><br>**ii. Spin Bowling**<br>Spin bowling is the art of getting the ball to move sideways after bouncing on the pitch, by imparting sideways rotation (spin) on the ball during the bowling action.<br>iii. Rather than use pace to make life difficult for the batters, spin bowlers will use the movement of the ball to outsmart the batters and create opportunities for the team to get the batting team out.<br> | Demonstration of the various skills in bowling:<br>i. Set up pace bowling stations and coach the students during the pace bowling drills<br>ii. Spin grip; action; when to use spin, googly; top spin; off-spin.<br>iii. Explain the two main types of spin (spin & leg spin) | Video on bowling<br>Bowling chart | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| OR | | | | | |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Golf*** | **<u>Students will:</u>**<br>To enable students with the skills to play golf | **Tactics**<br>i. Selection of club.<br>ii. Use and control of: draw; fade; backspin; topspin; lofting.<br>iii. Taking account of conditions: lie; distance; wind and weather.<br>iv. Using the run of the fairway.<br>v. Slopes and green.<br> | Demonstration of the various skills:<br>i. Selection of club.<br>ii. Use and control of: draw; fade; backspin; topspin; lofting.<br>iii. Taking account of conditions: lie; distance; wind and weather.<br>iv. Using the run of the fairway.<br>v. Slopes and green. | PE 16<br>Video on golf | Practical activities |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

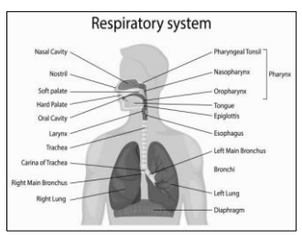
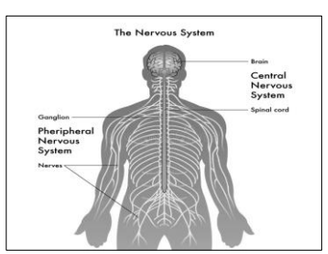
**WEEK 27**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***History and Development of Physical Education and Sport*** | **Students will:**<br>To relate students to the history and development of physical education and sports | ***History and Development of Physical Education and Sport:***<br><br>***i.*** Ancient and Modern Olympic Games.<br>***ii.*** Twentieth Century.<br>***iii.*** Physical Education and Sport in the Caribbean.<br><br>Major Sporting Events (for example, Commonwealth Games, Pan American Games, CARIFTA, World Cup, Paralympics, Special Olympics). | i. General discussion to highlight and make comparisons between Ancient and Modern Olympic Games.<br><br>ii. Listing various examples of Games played during Ancient and Modern day.<br><br>iii. Exploring the impact between Physical Education and Sport in the Caribbean.<br><br>iv. Identifying the different Games played within the Caribbean Communities.<br><br>v. General discussion on the Twentieth-Century Development of Physical Education and Sport and its impact on society.<br><br>vi. Exploring /Presenting the Major Sporting Events and stating their role in society. | i. Text Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

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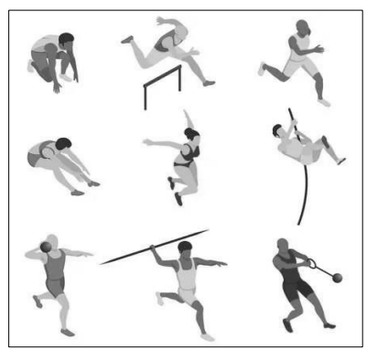
**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 28**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Anatomy and Physiology*** | **Students will:** To relate the students to the anatomy and physiology of the human body | ***Anatomy and Physiology:***<br><br>i. The Respiratory System: Name of the major organ (lungs), structure, function, respiratory rate, tidal volume, minute volume, vital capacity, and maximum aerobic capacity.<br><br><br><br><br>ii. The Nervous System: Central, peripheral, autonomic, types of nervous tissue (sensory, motor, and relay), structure, function, voluntary and involuntary actions, reflex actions.<br><br><br> | i. Pictorial and model presentation of the Respiratory and nervous system.<br><br>ii. Identifying and drawing the various systems.<br><br>iii. Discussion on the functions of the various systems and their relative parts.<br><br>iv. General discussion to highlight the Respiratory and Nervous Systems' functions.<br><br>v. Presentation on various aspects of the different systems. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

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|---|---|---|---|---|---|
| | | | | | **WEEK 29** |
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Fitness and Performance*** | **Students will:**<br>To familiarize students with the fitness and performance of an athlete | ***Fitness and Performance:***<br>i. Assessing and Evaluating fitness: Include- Standing board jump, 1-minute sit-up test, grip strength dynamometer, sit and reach, agility run, alternate hand-wall throw, shuttle runs, Cooper Test/Beep Test, 3-minute step-up test.<br>ii. Principles of training and coordinating: Progression, Specificity, Reversibility, Overload, Variation, and Recovery.<br> | i. Demonstrate the components of fitness.<br>ii. Practical demonstration of the various fitness tests, training, and coordinating principles.<br>iii. General discussion to highlight the importance of fitness tests, training, and coordinating principles. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 30** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Health and Nutrition*** | **Students will:**<br>To relate the students' health and nutrition for an athlete<br> | ***Health and Nutrition:***<br>High energy foods, high protein foods, pre-activity meals, post-activity meals, fluid replacement.<br> | i. General discussion to highlight the importance of high-energy meals.<br>ii. Identifying reasons for the importance of pre-and post-activity meals.<br>iii. Listing examples of high-protein foods.<br>iv. Identifying the importance of fluid replacement.<br>v. Presentation and display of high-energy foods, high-protein foods, pre- and post-activity meals, and fluid replacement. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 31** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Trends and Social Issues*** | **Students will:**<br>To familiarize students with the trends and social issues that affect sports | ***Trends and Social Issues:***<br>i. Special populations: inclusion, accessibility.<br>ii. Cultural influences: customs and traditions.<br>iii. Media: influence of the mass media. | i. General discussion to highlight and discuss Physical Education and Sports issues.<br>ii. Examining the role of Special populations in inclusion and accessibility in Physical Education and Sports.<br>iii. Explore the role of Cultural influences on customs and traditions in Physical Education and Sports.<br>iv. Presentation on the role of the Mass media and its impact on Physical Education and Sports both positively and negatively. | i. Texts Books<br>ii. Visual Aids<br>iii. Sporting Equipment/Gears<br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br>vi. Internet | Oral questioning<br>Take home assignment on trends and social issues in sports |

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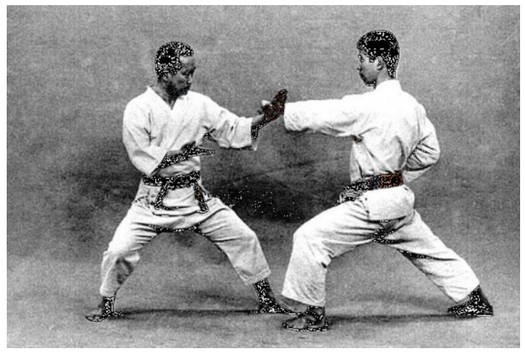
**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 32**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Boxing*** | **<u>Students will:</u>**<br>Be knowledgeable on the history of boxing | ▪ **The History of Boxing**<br>Boxing has a long history, dating back to ancient Greece and the first Olympic Games. In the 18th century, it was revived in London through bare-knuckle prizefights, where contestants fought for money and spectators made wagers on the outcome. The first Heavyweight Champion was James Figg in 1719, and John Broughton formulated a set of Rules in 1743. The Original London Prize Ring Rules were devised in 1838, followed by the Revised London Prize Ring Rules in 1853. The Queensberry Rules, drafted in 1857 by boxer John Graham Chambers, emphasized boxing skill over strength and aimed to undo the image of boxing as a brutal brawl.<br><br>The Queensberry Rules prohibited bare-fisted fighting, wrestling, hugging, hitting opponents while they were helpless, and fighting to the finish. The last bare-knuckle Heavyweight Champion was John L. Sullivan, who won the World Heavyweight Boxing Championship in 1889 against Jake Kilrain. The Queensberry Rules have remained the code governing professional boxing.<br><br>The Queensberry Rules are a fair stand-up boxing match in a 24ft ring, with no wrestling or hugging allowed. Rounds are 3 minutes in duration, with 1-minute intervals between rounds. If a man falls, he must get up unaided within 10 seconds, and the round continues until the contest is over. The gloves must be fair-sized and new, and a man on one knee is considered down. Shoes or boots with springs are not allowed. | Discussions on the various eras of golf and the development | Video on boxing<br>Chart on boxing<br>Internet | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

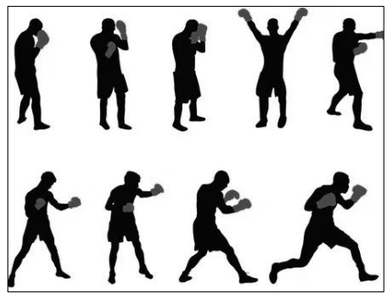
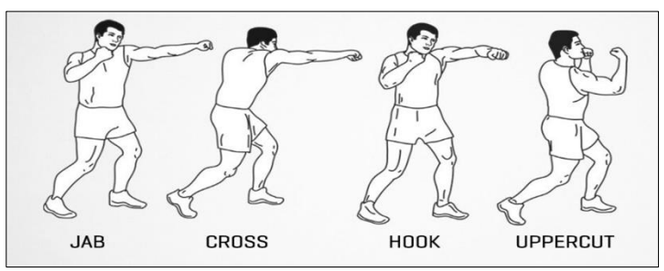
**Curriculum Area:** Physical Education and Sport **GRADE 8**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Karate*** | **<u>Students will:</u>**<br><br>Be knowledgeable on the History of Karate | ***History of Karate***<br>Karate, a Japanese martial art, originated in the Okinawan Islands as a self-defence method during the time of the Japanese invasion.<br><br>It was initially a fighting style used by natives of the Ryukyu Islands and later influenced by Chinese kenpō. Three separate styles emerged: Shuri-te, Naha-te, and Tomari-te. The styles later merged to form two styles: Shōrin-ryū and Shōrei-ryū.<br><br>The label was later extended to karate-jutsu, and the term karate-do was later changed to "the way of the empty hand." The exact origins of karate are debated, but one popular theory suggests it originated in India over a thousand years ago.<br><br>The history of karate includes significant dates such as 1905, the first public demonstration of karate in Okinawa, Dr. Jano Kano's introduction to Japan, the establishment of the first university karate club in Japan, the introduction of karate to Canada, the establishment of the Japan Karate Association, the introduction of karate in the United Kingdom, the Soviet Union, and the creation of the France Shotokan Karate.<br><br> | Discussions on the various eras of karate and the development | Video on the History of Karate | Practical exercises |

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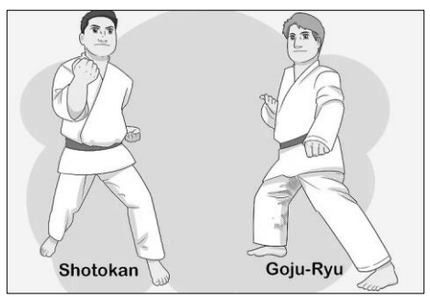
**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 33**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Boxing*** | **Students will:**<br>To enable students with the skills of boxing | **Boxing Skills:**<br>Stance<br>i. Right-hand stance.<br>ii. Left-hand stance.<br><br>(ii)Footwork<br>i. Attack.<br>ii. Defence.<br> | Demonstration of the various skills in boxing:<br>i. Right-hand stance.<br>ii. Left-hand stance.<br><br>(ii)Footwork<br>i. Attack.<br>ii. Defence. | Video on boxing<br>Chart on boxing<br>Internet | Practical exercises |
| ***Boxing*** | **Students will:**<br>To enable students with the skills of punches | **Boxing skills:**<br>i. Punches<br>ii. Jab.<br>iii. Cross<br>iv. Hook.<br>v. Upper Cut.<br>vi. Combinations.<br> | Demonstration of the various skills in boxing:<br>i. Jab.<br>ii. Cross<br>iii. Hook.<br>iv. Upper Cut.<br>v. Combinations. | Video on boxing<br>Chart showing boxing skills<br><br>Resource Personnel | Practical activities |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Karate*** | **Students will:**<br><br>Be knowledgeable on the History of Karate | ***Modern Karate***<br><br>Today, karate-do is taught all around the world, and though it is often modified and always changing, four distinctive Japanese styles have emerged:<br><br>i. Gōju-ryū<br>ii. Shitō-ryū<br>iii. Shotokan<br>iv. Wadō-ryū<br><br>Karate has evolved into a popular and beloved sport. The World Karate Federation (WFK), the largest organization for karate as a sport, has developed a system of common rules and regulations, and though it is not yet recognized as an Olympic sport, the WFK is recognized by the International Olympic Committee and coordinates with various national Olympic committees.<br><br><br> | Discussions on the various eras of karate and the development | Video on Karate | Practical exercises |

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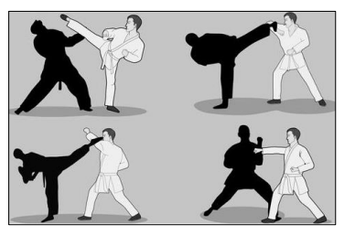
**Curriculum Area:** Physical Education and Sport **GRADE 8**

**WEEK 34**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Boxing*** | **Students will:**<br>To enable students with the skills of defence | Boxing skills:<br>Defence<br>i. Slip.<br>ii. Bob and Weave.<br>iii. Parry/Block.<br>iv. Cover Up.<br>v. Clinch.<br>vi. Counterattack.<br><br> | Demonstration of the various defence skills:<br>i. Slip.<br>ii. Bob and Weave.<br>iii. Parry/Block.<br>iv. Cover Up.<br>v. Clinch.<br>Counter attack. | i. Video on boxing<br>ii. Boxing chart<br>iii. Internet<br>iv. Resource Personnel | Practical activities |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Karate*** | **Students will:**<br>To enhance students with the skills in karate | **Karate**<br>i. Foundations of Karate<br>o *Historical* background.<br>o Styles, vocabulary.<br>o Karate in everyday life.<br>o Application to modern living.<br>o Breathing methods.<br>o Postures.<br><br>ii. Basics of Karate Training<br>o Karate etiquette.<br>o Health and well-being through correct diet and healthy lifestyle.<br>o Awareness of legal and ethical implications of the use of force.<br><br>▪  | Demonstration of the various skills:<br>i. Foundations of Karate<br>o *Historical* background.<br>o Styles, vocabulary.<br>o Karate in everyday life.<br>o Application to modern living.<br>o Breathing methods.<br>o Postures.<br><br>ii. Basics of Karate Training<br>o Karate etiquette.<br>o Health and well-being through correct diet and healthy lifestyle.<br>o Awareness of legal and ethical implications of the use of force. | i. Video on karate<br>ii. Resource Personnel | Practical activities |

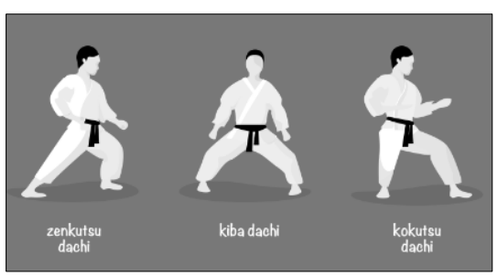
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| | | | | | **WEEK 35** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Boxing*** | **Students will:**<br>To enable students with the skills of tactics | Boxing skills:<br>i. Tactics:<br>ii. Toe To Toe.<br>iii. Counter Attack.<br>iv. Fighting in close.<br>v. Feinting.<br>vi. Rules | i. Demonstration of the various skills:<br>ii. Toe To Toe.<br>iii. Counter Attack.<br>iv. Fighting in close.<br>v. Feinting.<br>vi. Rules | i. Video on boxing<br>ii. Chart on boxing<br>iii. Resource Personnel | Practical activities<br>Assignment |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 8**

| OR | | | | | |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Karate*** | **Students will:**<br>To enable students with the skills of karate | Warming-up<br>Stretching; Aerobic exercises<br>(iv)<br>Falls and Rolls<br>On to back and side to side from squatting position.<br> | Demonstration of the various skills:<br>(iv)<br>Falls and Rolls<br>On to back and side to side from squatting position. | Video on karate<br><br>Resource Personnel<br><br>Internet | Practical activities |
| ***Karate*** | **Students will:**<br>To enable students with the skills of stance | Stances<br>- Walking.<br>- Hand positions.<br>- Front-leaning.<br>- Side-fighting.<br>(vi) Hand Techniques<br>- Punches (a form of a punch, straight punch, and reverse punch).<br>- Blocks (eight basic).<br> | Demonstration of the various skills:<br>- Walking.<br>- Hand positions.<br>- Front-leaning.<br>- Side-fighting.<br>(vi) Hand Techniques<br>- Punches (a form of a punch, straight punch, and reverse punch).<br>- Blocks (eight basic). | Video on karate<br>Internet<br><br>Resource Personnel | Practical activities |