# MINISTRY OF EDUCATION

## NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 9

## PHYSICAL EDUCATION AND SPORT







## ACKNOWLEDGEMENTS

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# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | 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:*** Be aware of the major Sporting Events played Internationally, Regionally, and Locally. | ***History and Development of Physical Education and Sport:*** Hierarchical relationships among sporting organizations, for example, ICC/WICB/local cricket boards, FIFA/CONCACAF/local football associations. | i. Exploring the impact between Physical Education and Sport in the Caribbean.<br>ii. Identifying the different Games played within the Caribbean Communities locally, regionally, and internationally.<br>iii. Presentation on the relationship that exists among the local, regional, and international Physical Education and Sports organizations.<br>iv. Explore and present Hierarchical relationships among sporting organizations. | 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<br>Presentation<br>Assignment<br>Practical Assessment<br>Portfolio |

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**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | WEEK 2 |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Anatomy and Physiology*** | ***Students will:***<br><br>Understand the structure and organization of the human body. | ***Anatomy and Physiology:***<br><br>The Integumentary System: skin, hair, nails, and associated glands. Skin: structure Diagram required), function. | i. Pictorial and model presentation Integumentary systems.<br><br>ii. Identifying and drawing the structure of the skin and the associated glands.<br><br>iii. Discussion on the functions of the skin and the associated glands.<br><br>iv. General discussion to highlight the importance of the hair, nails, skin, and associated glands.<br><br>v. Presentation on the importance of the Integumentary systems, skin, hair, nails, and associated glands. | i. Texts Books<br><br>ii. Visual Aids<br><br>iii. Sporting Equipment/Gears<br><br>iv. Resource Personnel<br><br>v. Newspaper clippings and articles<br><br>vi. Internet | Oral questioning<br><br>Presentation<br><br>Assignment<br><br>Practical Assessment<br><br>Portfolio |

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**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 3**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Fitness and Performance*** | ***Students will:***<br>i. Understand the factors affecting performance.<br>ii. Understand the nature of muscle movement according to muscle action. | ***Fitness and Performance:***<br>i. Factors affecting Performance: Physiological, for example, body, type, diet, age, and fitness. Psychological, for example, motivation, and stress. Environmental, for example, altitude, weather, and playing surface.<br>ii. Classifying movements according to muscle action: Muscle contractions: isotonic and isometric. Types of movement: flexion/extension, abduction/adduction, rotation, circumduction, inversion/eversion, pronation/supination.<br>iii. Principles of movement to enhance performance: Skilled movement: muscles and joints used in specific ways, knowledge of skills used in activities; observation, analysis, improvement. Motion and force: striking; throwing, propulsion, catching, receiving, landing. Stability: base of support, the center of gravity. | i. Identify major causes of sport-related injuries.<br>ii. Describe procedures for the prevention of injuries.<br>iii. Identifying common sport-related injuries.<br>iv. Outline procedures for the treatment of common sports-related injuries.<br>v. Practical demonstration on how to attend to sport-related injuries and methods used to address such.<br>vi. Presentation on factors affecting performance, muscle action, and principles of movement to enhance performance. | 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>Presentation<br>Assignment<br>Practical Assessment<br>Portfolio |

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**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | **WEEK 4** |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Health and Nutrition*** | ***Students will:*** <br>i. Identify eating disorders. | ***Health and Nutrition:*** <br>Eating Disorders: Anorexia, Bulimia, and Binging. | i. General discussion to highlight the importance of a balanced diet. <br>ii. Identifying reasons for eating disorders. <br>iii. Listing examples of factors and reasons for eating disorders. <br>iv. Presentation on eating disorders about their consequences on athlete's performance and body functions. | 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>Presentation <br>Assignment <br>Practical Assessment <br>Portfolio |

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**WEEK 5**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Trends and Social Issues:*** | ***Students will:***<br>***i.*** Understand what a contract is and the legal issues relating to breach of contracts by athletes. | ***Trends and Social Issues:***<br>i. Legal Issues: contracts.<br>ii. Environment: the relationship between sport and the environment. | i. General discussion to highlight and discuss Physical Education and Sports issues.<br>ii. Examining legal contracts and issues athlete faces when contracts are breached.<br>iii. Exploring the relationship between sport and the environment.<br>iv. Presentation on the role of legal issues and the relationship between sport and the environment. | 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. Presentation<br>iii. Assignment<br>iv. Practical Assessment<br>v. Portfolio |

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**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 6**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Taekwondo*** | Student will:<br>i. Understand the meaning and History of Taekwondo<br>ii. Historical Background of Taekwondo<br>iii. Tenets of Taekwondo | Definition of Taekwondo<br>Taekwondo is a free-fighting combat sport with the bare hands and feet to repel the opponent. Taekwondo literally means the way of kicking and punching. It consists of sharp strong angular movements with free-flowing circular movements to produce a balance of beauty and power.<br><br>History: Taekwondo is a martial art, independently developed during the 1940s and 1950s approximately 20 centuries ago in Korea by various Korean martial artists as a blend of the indigenous Korean fighting styles of taekTaeyeononbeop, and subak, with influence from foreign martial arts, such as karate and Chinese martial arts. Over the many years, it has become a popular international sport. The main feature of Taekwondo is that it is a free-fighting combat sport using bare hands and feet to repel the opponent.<br><br>Definition of Tenets: A tenet is an opinion, principle, or doctrine that a person holds or maintains as true.<br><br>**Five Tenets of Taekwondo**<br>Taekwondo teaches the foundation of good sportsmanship by teaching the five core tenets. | General Discussion to understand what is Taekwondo.<br><br>Outlining the history of taekwondo and fighting styles.<br><br>Identifying and Discussing the importance of | Complete Taekwondo Poomsae<br><br>Modern Taekwondo | Questioning<br><br>Oral Presentation on the fighting styles. |

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| ***Taekwondo*** | iv. Tenets of Taekwondo | <br>i. Courtesy: Politeness and respect for others, behaving in a well-mannered and civil fashion.<br>ii. Integrity: Showing good character, honesty, prudence, and decency. Behaving ethically and morally.<br>iii. Perseverance: Purposefully pursuing a course of action despite difficulty, resistance, or discouragement.<br>iv. Self-Control: Keeping one's emotions, desires, and impulses in check, and exercising control in their expression.<br>Indomitable Spirit: The spirit that can't be broken or conquered, the strength of spirit that comes from knowing one's self | the five tenets of taekwondo. | | |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| Judo | ***Students will:*** Become familiar with the Historical background of Judo | ***History*** Judo is Rooted in Sumo Judo is a martial art that was born in Japan, and it is now known around the world as an Olympic sport. Judo was created in 1882 by combining jujutsu, a form of close combat, with elements of mental discipline. The roots of jujutsu lie in sumo. Sumo has a very long history and is even mentioned in the Kojiki (Records of Ancient Matters) from the year 712, which describes the history of Japan from the mythical age of the gods to the reign of Empress Suiko (554–628) and the Nihon Shoki (Chronicle of Japan), a document from 720 that describes the history of Japan from the age of the gods until the time of Empress Jito, who reigned from 690 to 697.<br><br>**Judo Developed in the Age of the Samurai** From the Kamakura period (1185–1333) until the Edo period (1603–1867), Japan was ruled by the samurai, a class of professional warriors. This was a fortuitous reality for the judo of today. In addition to fighting with swords and bows and arrows, the samurai developed jujutsu to fight enemies at close quarters on the battlefield (kumi-uchi). Several different styles of jujutsu evolved by the start of the Edo period, and hand-to-hand combat spread as an important form of military training.<br><br>**Kano Jigoro — The Founder of Judo** The era of samurai rule came to an end with the Meiji Restoration of 1868, when Japan modernized from the Edo period to the Meiji period (1868–1912) and Western culture began working its way into Japanese society. Jujutsu fell into decline, but the enthusiasm of one young man rescued it from extinction. That | Discussing the history and development of Judo over the years.<br><br>. | Text Books<br><br>Visual Aids<br><br>Resource Personnel<br><br>Newspaper clippings and articles<br><br>Internet | Oral questioning<br><br>Assignment<br><br>Practical Assessment<br><br>Portfolio |

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| | | man was Kano Jigoro, the founder of judo as we know it today. Jigoro excelled in schoolwork but had an inferiority complex about his small physique, so he became an apprentice of Fukuda Hachinosuke, a master of the Tenjin Shinyo-ryu style of jujutsu, when he was 17 and worked to become stronger. In May 1882, he took the best elements of each jujutsu style and combined them into a single new school. He was only 21 years old at the time. This was the birth of modern judo. At first, he had just nine students. The dojo (practice hall) he opened at a temple measured just 12 jo (1 jo is around 1.5 square meters or 16 square feet).<br><br><br><br>**Spreading Judo Worldwide**<br>Jigoro visited Europe in 1889 to introduce judo outside of Japan. There is a famous episode that occurred aboard a ship during his voyage: when a foreigner made fun of Jigoro, he threw the man down but put his hand under the man's head to prevent him from getting hurt. This illustrated how judo combined practical fighting techniques with thoughtfulness for one's enemy. Jigoro always maintained a global point of view, serving as a member of the International Olympic Committee, and worked tirelessly to spread judo around the world.<br><br>**Internationalizing Judo at the Tokyo Olympics** | | | |

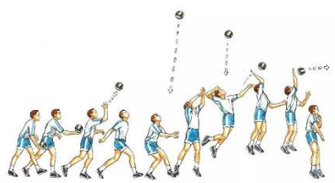
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| | | Jigoro's dream of the "internationalization of judo" came true at the Tokyo Olympics in 1964. Only men's judo was recognized as an official Olympic event and bouts were held by weight class. Japanese competitors swept the gold in all except the open division, where a non-Japanese champion was crowned. This was a sign that judo had already taken root in countries outside Japan. Women's judo was introduced as a demonstration event at the 1988 Seoul Olympics and was added to the official program at the Barcelona Olympics in 1992.<br><br>Currently (as of March 2021), 204 countries and regions are members of the International Judo Federation. The sport is particularly popular in Europe. Many more people in France practice judo than in Japan. Japan is continuing to promote judo in other countries, such as by sending instructors to regions where judo is not so well known, such as Africa and Oceania, and donating secondhand judo uniforms and tatami mats.<br><br>**Styles of Judo**<br><br>1. Kodokan Judo<br><br>2. Modern Olympic Judo<br><br>3. Kosen Judo<br><br>4. Brazilian jiu-jitsu<br><br>5. SAMBO & Combat SAMBO<br><br>6. “Old” Jujitsu<br>**Judo Vocabulary** | | | |

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| | Students will:<br>Become Knowledgeable of the style of Judo | **Japanese**<br>**A**<br>Ai yotsu - あいよつ<br>Aka obi - 赤帯<br>Anza - 安座 (also Agura - 胡坐)<br>Arigatou - ありがとう<br>Ashi - 足<br>Ashi gourami - 足緘<br>Ashi gatame - 腕挫脚固<br>Ashi guruma - 足車<br>Ashi hara gatame<br>Ashi jime<br>Ashi sankaku garami<br>Ashi waza - 足技<br>Atemi waza - 当て身技<br>Ayumi ashi<br><br>**Judo application to everyday modern living.** | **English translations**<br><br>Same grip is used by both persons, either right or left<br>Traditional red belt - used to differentiate judokas in a match<br>Sitting cross-legged or foreign/barbarian sitting<br>Thank you<br>Foot, leg<br>Leg lock<br>Leg armlock<br>Leg wheel<br>Leg stomach arm lock<br>Leg strangle<br>Leg triangle entangled armlock<br>Foot techniques<br>Striking techniques<br>The normal pattern of walking | Group discussion on the Style of Judo<br><br>Video Presentation | You tube Presentation | |

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| | | Judo is effective in both real-life situations and in mixed martial arts. In fact, some of the best fighters in the world came from a judo background and have proven judo's effectiveness in the octagon.<br>Judo is also a fun and effective way to get some exercise, improving coordination, flexibility, balance, and strength and leading to improved mental health.<br>Judo is also a great cardiovascular exercise, helping to improve stamina and endurance. Judo is an exciting and dynamic sport where players use movement and balance to gain an advantage over each other.<br>It makes children more physically healthy, and mentally well, and builds confidence, self-esteem, and respect for others. | Class Discussion | https://www.judo-ch.jp/english/dictionary/technique/ | Presentation |
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| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Volleyball*** | Students will:<br>Develop an appreciation for the sport of Volleyball | **Volleyball**<br>This game is played by two teams, usually of six players on a side, in which the players use their hands to bat a ball back and forth over a high net, trying to make the ball touch the court within the opponents' playing area before it can be returned.<br><br>**Skills in Volleyball**<br>Service: The volleyball serve is one of the six basic volleyball techniques. A serve is used to put the ball into play to start the volley<br>- Underarm; overarm (float, top spin).<br><br>**Service reception**<br>The non-serving team is on offence, ready to "receive the serve" from one player on the defensive team who's in the service zone serving the ball.<br>- underarm, overhead volley<br> | Viewing a volleyball game virtually<br><br>Discussion<br><br>Demonstration by peers | Television<br><br>Resource Personnel | Oral Presentation |

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**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 7**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Taekwondo*** | Students will:<br>Understand the importance of Taekwondo Etiquette | Taekwondo Etiquette:<br>i. Be patient, humble and polite at all times.<br>ii. Put in effort to improve and have a sense of responsibility.<br>iii. Must not behave irresponsibly.<br>iv. Practice Team spirit and have mutual trust among fellow members.<br>v. Help the junior members to improve and set a good example for them to follow.<br>vi. Participate in all Taekwondo activities provided by the club.<br>vii. Obey the rules of the Club, display humility, and show respect to parents, elders, coaches, and seniors.<br>viii. Be loyal to the Club, the Organisation and the Nation.<br>ix. No training or coaching in other clubs without approval from the coach.<br>x. Smoking and liquor are not promoted. Instead a desirable and disciplined lifestyle should be maintained.<br>**Taekwondo Counting in Korean**<br>One – Hana (“Ha-na”)<br>Two – Dul (“Dhool”)<br>Three – Set (“Set”)<br>Four – Net (“Net”)<br>Five – Dasot (“Da-sut”)<br>Six – Yasot (“Yo-sut”)<br>Seven – Ilgup (“Eel-gope”)<br>Eight – Yodol (“Yo-dull”) | General discussion to highlight the importance of Taekwondo Etiquette | https://www.acmetaekwondo.com/etiquette-of-taekwondo/ | Creating a pamphlet on Taekwondo Etiquette |

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| | | Nine – Ahop (“Ah-hope”)<br>Ten – Yeol (“Yull”) | | | |
| | Taekwondo Counting and Commands | **<u>Commands in Korean</u>**<br>Attention- (chariot)<br>Begin- (shijak)<br>Continue - (kyesok)<br>Ready - (junbi)<br>Stop - (kalryeo)<br>Return - (baro), used when you need to return to face an instructor at the end of a form<br>Bow - (kyeongrye) | Pictorial Illustration on counting in Korean. | Visual Aids | Oral questioning |
| ***Taekwondo*** | Taekwondo Belt System | <u>What is the Taekwondo Belt System</u><br>The colour of the belt is an indication of the skill level of a Taekwondo student. Sometimes belts can be gained by winning competitions, but the common way is by completing an exam. The different belt colors signify rank, skill, and to some extent, time in training.<br><br>There are eight belts in Taekwondo, the first being White, which you receive when you commence training.<br>Other belts are:<br>i. Yellow<br>ii. Green<br>iii. Blue<br>iv. Red<br>v. Red/ Black<br>vi. Black belt.<br> | Viewing videos on how to understand commands in Korean. | Resource Personnel<br>https://www.youtube.com/watch?v=fDcdOnCHQ18 | Role Play |

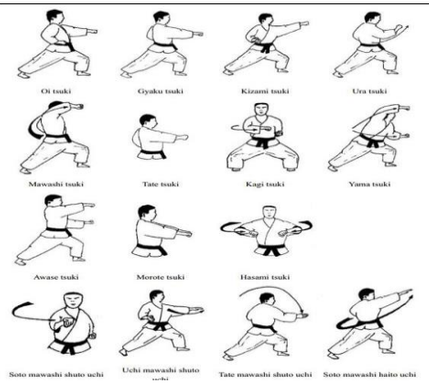
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| Judo | ***Students will:*** Understand how the importance of breathing in Judo. | Breathing is a vital human function, however, technically speaking, in Judo breathing has just an auxiliary function as all physical activity in a short (up to ten minutes) fight is performed in anaerobic mode.<br>***Do***<br>-Breath shallow<br>- Attack when you at the end of exhale<br>- When inhaling, double your defence vigilance<br>- Use breathing cycle for technical synchronization<br>***Don't***<br>-Don't expose your breathing cycle<br>- Don't break your grip when in the inhale phase<br>- Don't change grip when in the inhale phase<br>- Don't talk in a fight<br><br>**Judo Posture**<br>Posture is a very important aspect of all judo training. The basic posture is called shizentai, or natural posture. The back is kept straight and the head up, with the eyes looking straight ahead. The feet should be shoulder-width apart with the weight spread evenly on the balls of the feet, not flat-footed, or up on the toes, but with just enough space  | General discussion to highlight the importance of breathing.<br><br>Pictorial presentation | Texts Books<br><br>Resource Personnel<br><br>Sports articles on Judo | Oral questioning<br><br>Presentation<br><br>Assignment<br><br>Practical Assessment |

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| | | under the heel to slide a piece of paper, allowing for rapid movement in any direct | | | |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Volleyball*** | Students will : Understand the importance of defence in a volleyball game | **Defence Skills**<br>Volleyball defence consists of both blocking and backcourt digging or contacting the ball. Volleyball defence is a reaction to an offence.<br><br>Two armed defence<br><br>- Pass/underarm pass<br>-<br><br>**Set in Volleyball**<br>The second contact (after a pass or dig) is considered a “set”. The player who sets is called the “setter”.<br><br>- Front volley | Peer Teaching on defense skills<br><br>Class Discussions<br><br>Demonstration | Students/Teacher<br><br>Balls<br><br>Nets | Mini-game assessment |

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| | | - reverse volley<br>- back seat | | | |

**WEEK 8**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Taekwondo*** | Students will:<br>Understand the General fundamental Movements of Taekwondo | **Movements of Taekwondo**<br>Fundamental movements/ exercises are kicks, punches, blocks, stances, and several other movements used for attacking or defending. They are the basic attacking and defending techniques on which the art of Taekwon-Do is built.<br><br>**Sitting stance punch** - Spread one leg to the side at a distance of approximately one and half a shoulder width between the big toes. Point the toes to the front and distribute the body weight evenly on both legs. Extend the knees outward, bending until the kneecaps come over the ball of the foot.<br>i. **Single Punch**-The hand is balled into a fist with the thumb on the outside. The intent is to hit with the first two largest knuckles of the fist. The wrist should be straight at the moment of impact.<br>ii. **Double Punch-** is two fist strikes commonly originating from a chambered position aimed most commonly at the mid-section.<br>iii. **Triple Punch**<br><br>Punching Skills from Sparring Position<br>i. Front-Fist Punch<br>ii. Double Punch<br>iii. Triple Punch | | | |

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| | | <br>**<u>Stances</u>**<br>i. Walking<br>ii. Extending Walking<br>iii. L Stance<br>iv. Cat Stance | | | |
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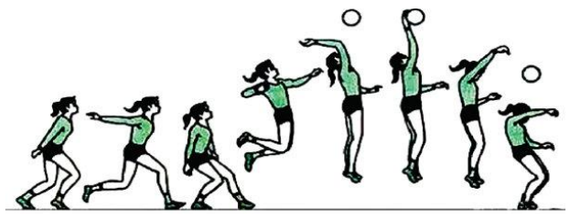
**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Judo Etiquette*** | ***Students will:*** Be aware of the various principles of Judo Etiquette. | ***Judo Etiquette:*** Etiquette in Judo is pivotal to all involved in the sport. Judo etiquette includes: - The Bow - Respect - Modesty - Perseverance | . Identifying common etiquette in judo. | Texts Books Visual Aids | Oral questioning Assignment |
| | Be aware of the importance of a Healthy lifestyle and Diet . | Out of all macronutrients, carbohydrates are required in higher quantities. Although the amount and type may vary depending on the timing, duration and intensity of training. Carbohydrates are the prime source of energy for judo players which help them in performing for a longer duration, training properly with minimal depletion of their glycogen stores. Overall carbohydrate requirement ranges between 4-5 g per kg body weight per day. Complex carbohydrates should form the major chunk of the diet as they help in the sustained release of energy. Therefore, food options like whole grains muesli, multi-grain chapatis, bread, wheat pasta, quinoa, and oats should be preferred. But judokas can switch to high glycemic index foods having simple carbs 30-60 minutes prior to the competition. This will help in providing instant energy without causing any load on the stomach. It aids in boosting energy levels ensuring a quick supply. - Fruits, jellies, jam with white bread, energy gels, and MCT oil are some of the rapidly digesting foods. - Carbohydrates are required at every stage of the competition. Post judo match, carbohydrate intake is advisable to regain lost energy levels and glycogen stores. - Water helps to regulate body temperature and prevents dehydration. **Warming Up** | Outline the importance of a balanced diet. Discussion. | Resource Personnel Newspaper clippings and articles | Portfolio |

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| | Students will:<br>Identify and understand the correct warm-up exercises. | Martial arts instructors use warm-up routines in order to loosen muscles and boost heart rates. This helps to prepare martial arts students for the more vigorous martial arts training that follows the warm-up session and hopefully reduces potential injuries that might come from tight muscles and tendons.<br>i. fast-paced walking.<br>ii. walking up and down stairs.<br>iii. fast-paced side stepping.<br>iv. jogging on the spot.<br>v. arm swings.<br>vi. lunges.<br>vii. squats.<br><br>**Stretching (Aerobic Exercise)**<br>Aerobic exercise is any type of cardiovascular conditioning, or "cardio." It can include activities like brisk walking, swimming, running, or cycling. By definition, aerobic exercise means "with oxygen." Your breathing and heart rate will increase during aerobic activities.<br><br> | | | |
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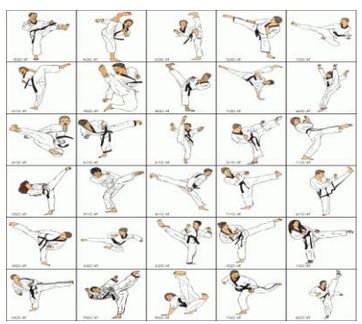
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| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Volleyball*** | Students will:<br>Become familiar with the different attack skills in volleyball | **<u>Skills in Volley Ball</u>**<br>**Attack**: A volleyball attack is an offensive move made by a player to score a point by hitting the ball over the net and into the opponent's court. It is the primary means of scoring in volleyball and requires the player to generate power, accuracy, and control in their shot<br><br>**Spike** (hard or soft): Spike (a.k.a. Hit): When an offensive player attacks the ball with a one-arm motion done over the head, attempting to get a kill.<br>Spatch: When a player contacts the ball incorrectly during a hit causing the ball to propel unlike how the hitter intended.<br><br><br>Approach stage Take-off phase Smash phase Landing stage<br><br>**Tip**: Tipping the volleyball, also known as drinking, is a move that can help to hit the ball into open gaps on the opposing team's court. There are two specific ways to tip or dink a volleyball; one uses your fingertips and the other uses your knuckles.<br><br> | Demonstration<br><br>Discussion<br><br>Practising each skill in groups of four. | Resource Personnel<br><br>Ball<br><br>Net | Practical |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

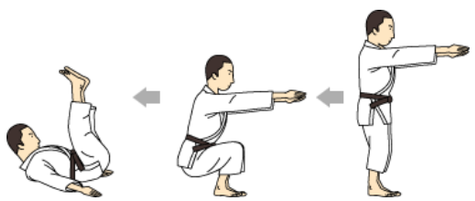
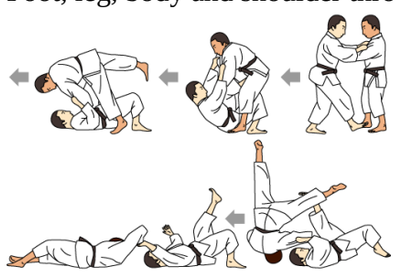
**Curriculum Area:** Physical Education and Sport **GRADE 9**

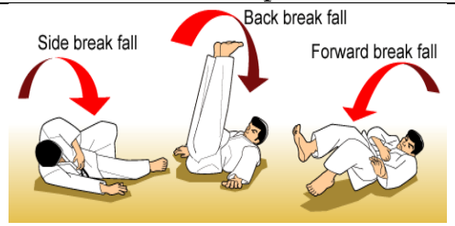
**WEEK 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Taekwondo*** | Students will :<br>Be aware of the different types of Foot Techniques(Balgisul) | **<u>Foot Techniques</u>**<br>Footwork involves keeping balance, closing or furthering the distance, controlling spatial positioning, and/or creating additional momentum for strikes.<br>**Standing kicks** (Soseo Chagi)<br>- Front stretching downward kick<br>- Abduction downward kick<br>- Front Kick (Ap Chagi)<br>- Arc kick<br>- Side Kick( Yeop Chagi)<br>- Turning Kick (Dollyo Chagi)<br>- Back Kick (Twit Chagi)<br>- Reverse Turning kick<br> | Pictorial and video presentation on Foot Techniques | <u>https://www.youtube.com/watch?v=-yyRY9M03gU</u> | Build a picture portfolio on all Foot Techniques |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Judo*** | ***Students will:***<br><br>Understand the correct posture for each type of breakfall | **Throws and Break falls.**<br>Fall breaking is employed to prevent injury and minimize the pain when a contestant falls or is thrown by an opponent. Fall breaking includes front, back, right, and left break falls, and a forward roll break fall.<br><br><br><br>Foot, leg, body and shoulder throws<br><br><br><br>**Rear, side, and forward rolling break falls** | Identifying the different breakfalls<br><br>Group practical on the various break falls | Texts Books<br><br>Visual Aids\ video presentation<br><br>Resource Personnel<br><br>Internet | Oral questioning<br><br>Assignment<br><br>Practical Assessment |

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| | | <br>**Balance Breaking Technique**<br>The execution of such a manoeuvre relies on "Kuzushi" (Balance breaking). Kuzushi consists of pulling or pushing an opponent to destabilize him/her. Once the opponent is destabilized, the Waza can then be applied with only a small force.<br><br>**The Importance of Hand Holds**<br>A dominant grip in competition allows someone to control their opponent, setting them up for techniques by using the grip to steer them into position ready for throwing. The grip allows someone to break the balance of their opponent. | | | |
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# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Volleyball*** | Students will:<br>Become knowledgeable on the team skills and tactics in volleyball | **Team Skills and Tactics**<br>Attacking and Defending block (one person, two persons, three persons)<br><br>-Systems of play (4:2 system, 5:1 system)<br><br>-Role of individual players<br><br>-Team formation when serving<br><br>-Team formation when receiving<br><br>-Serve switching and penetration by the setter<br><br>-Setting up attack and block<br><br>-Defending attack and block | Reading information sheet<br><br>Brainstorming<br><br>Class Discussion<br><br>Note-taking | Information Sheet | Assignment |

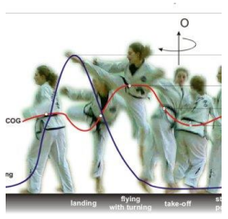
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

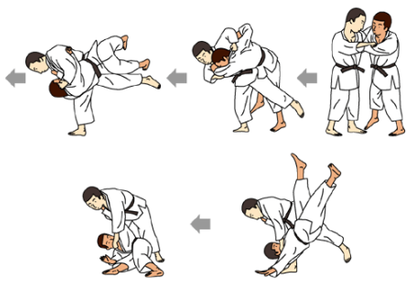
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**WEEK 10**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Taekwondo*** | | **<u>Jump Kicks</u>** ( Twimyo Chagi)<br><br>The jump kick is a type of kick in taekwondo where the kick is delivered in the air or while in the air moving forward into the opponent after a running start to gain forward momentum. Normally, jumping kicks involve pulling up the back leg to help gain height during the jump and then performing the kick itself with the front leg.<br>- Jump front Kick ( Twimyo Ap Chagi)<br><br>- Jump side Kick (Twimyo YeupChagi)<br> | Video presentation<br><br>Discussion<br><br>Execute movements | <u>https://www.youtube.com/shorts/xIY2oxjmYJ0</u><br><br><u>https://www.youtube.com/shorts/EC7l57tyDdQ</u><br><br><u>https://www.youtube.com/watch?v=J787Ia8Lxy4</u><br><br>Resource Personnel | Portfolio Building |

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| | | - Jump turning Kick ( Twimyo Dollyo Chagi)<br><br><br>- Jump back kick ( 180 and 360-degree turn)<br><br>- Jump reverse turning kick ( 180 and 360 degree turn)<br><br> | | | |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Judo*** | ***Students will:***<br><br>Be aware of the relationship between sport and the different hold techniques in Judo | **Mat Work (Groundwork)**<br>As the name implies, these Waza are performed on the ground and are used to hold an opponent down and disable his movement.<br><br><br><br>**Hold Techniques**<br>These hold techniques are used by holding **your opponent down** by sitting across him, holding his legs and upper body, and pushing him down. These are:<br>- Sash Hold<br>- Shoulder Hold<br>- Side Four Hold<br>- Upper Four-Corner Hold<br>- Straight Four Corner Hold | General discussion to highlight and discuss issues related to Physical Education and Sports.<br><br>Examining legal contracts and issues athlete faces when contracts are breached.<br><br>Exploring the relationship between sport and the environment.<br><br>Presentation on the role of | i. Visual Aids<br>ii. Sporting Equipment/Gears<br>iii. Resource Personnel<br>iv. Newspaper clippings and articles<br>v. Internet | Oral questioning<br><br>Presentation<br><br>Assignment<br><br>Practical Assessment<br><br>Portfolio |

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| | | **Turn Over Techniques**<br><br>This consists of hugging and throwing the opponent from behind and is used when the opponent attacks with a Seoi-nage (Shoulder throw), or when the opponent is down on all fours trying to escape.<br><br><br><br>**Balance Breaking Techniques**<br><br>The execution of such a manoeuvre relies on "Kuzushi" (Balance breaking). Kuzushi consists of pulling or pushing an opponent to destabilize him/her. Once the opponent is destabilized, the Waza can then be applied with only a small force.<br><br> | legal issues and the relationship between sport and the environment. | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

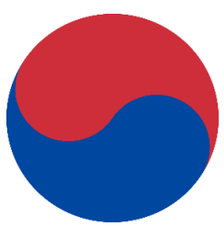
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Volleyball*** | Students will:<br>Become knowledgeable of the Rules of Volleyball | **Rules of Volleyball**<br>**must-know rules of a volleyball game:**<br>i. Only 6 players on the floor at any given time: 3 in the front row and 3 in the back row.<br>ii. Points are made on every serve for the winning team of the rally (rally-point scoring).<br>iii. Players may not hit the ball twice in succession (a block is not considered a hit).<br>iv. The ball may be played off the net during a volley and on a serve.<br>v. A ball hitting a boundary line is in.<br>vi. A ball is out if it hits an antenna, the floor completely outside the court, any of the net or cables outside the antennae, the referee stand or pole, or the ceiling above a non-playable area.<br>vii. It is legal to contact the ball with any part of a player's body.<br>viii. It is illegal to catch, hold or throw the ball.<br>ix. A player cannot block or attack a serve from on or inside the 10-foot line.<br>x. After the serve, front-line players may switch positions at the net.<br>xi. Matches are made up of sets; the number depends on the level of play. | Brainstorming rules<br><br>Discussing each rule<br><br>Demonstrating knowledge of the rules by officiating a friendly game. | Volleyball rules booklet.<br><br>https://www.theartofcoachingvolleyball.com/basic-volleyball-rules-and-terminology/ | Practical-<br><br>Officiating a game |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

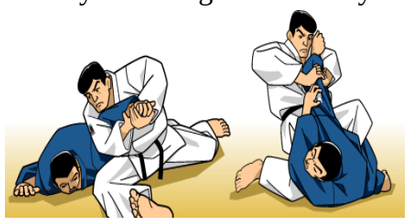
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**WEEK 11**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Taekwondo*** | Students will:<br>Understand the Poomsae( Forms)<br><br>Defrientiate and identify its symbol | **Poomsae** (Forms)<br>Poomsae comprises sets of pre-arranged defence and attacking movements that gradually become more complex as you progress your development in Taekwondo.<br><br>**<u>Definition of Taegeuk</u>**<br>Taegeuk in Korean (t'ai chi in Chinese), which literally, means "supreme ultimate."<br><br>**<u>Symbol</u>**<br><br><br>Taegeuk symbol represents the principles of the cosmos, creation, and the norms of human life. | Brainstorming<br><br>Discussion | Flip Chart | Oral questioning |

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| | Generally understand the importance of each Poomsae in the Taegeuk System | **Poomsae in the Taegeuk System:**<br>- **Jang (1**) represents the symbol of “Keon”, one of the 8 Kwaes (divination signs), which means the heaven and “yang”. As the “Keon” symbolizes the beginning of the creation of all things in the universe, so does the Taegeuk 1 jang in the training of Taekwondo.<br><br>- **Yi Jang(2)** symbolizes the "Tae", one of the 8 divination signs, which signifies the inner firmness and the outer softness.<br><br>-**Sam Jang (3**) symbolizes the "Ree", one of the 8 divination signs, which represents "hot and bright". This is to encourage the trainees to harbour a sense of justice and ardour for training.<br><br>-**Sa Jang (4)** symbolizes the "Jin", one of the 8 divination signs, which represents the thunder meaning great power and dignity.<br><br>- **O Jang (5)** symbolizes the "Son", one of the 8 divination signs, which represents the wind, meaning both mighty force and calmness according to its strength and weakness | | http://www.trosatkd.se/docs/107/2000/Poomsae.pdf | |

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| | | -**Yook Jang(6)** symbolizes the "Kam", one of the 8 divination signs, which represents water, meaning incessant flow and softness.<br><br>- **Chil Jang(7**) symbolizes the "Kan", one of the 8 divination signs, which represents the mountain, meaning ponderosity and firmness.<br><br>- **Pal Jang (8)** symbolizes the "Kon", one of the 8 divination signs, which represents "Yin" and earth, meaning the root and settlement and also the beginning and the end. This is the last of the 8 Taegeuk poomsaes, which may enable the trainees to undergo the Dan (black belt) promotion test.<br><br>The poomsae is a series of alternate attack and defense actions: therefore, there are frequent changes of actions and connections of techniques. One must pay attention to the movement of the body, eyes, respiration, etc.<br><br>The steps for paying attention are as follows:<br>i. Fundamental movements<br>ii. Eye Control<br>iii. Concentration of Spirit<br>iv. Speed Control<br>v. Strength Control<br>vi. Flexibility<br>vii. Balance | | |

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| | | viii. Variety in techniques | | | |
| **OR** | | | | | |
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Judo*** | **<u>Students will:</u>**<br>Develop an understanding of the different Locks in Judo | **Locks in Judo**<br>"Kansetsu waza" ( **ElbowJoint locks**) consist of using one's own legs, arms, and knees, etc., to grasp the opponent's joint (elbow, knee, etc.), and bend it in the reverse direction to lock the joint, thereby rendering him virtually helpless.<br><br>**Arm Locks**<br>Armlock techniques are usually applied in conjunction with other moves, but they may be applied directly. In judo, you are allowed to apply pressure only to the elbow joint. Pressure on any other joint is considered dangerous, as it can easily result in permanent injury. | i. Brainstorming<br>ii. Discussing<br>iii. Viewing videos<br>iv. Suggesting<br>Answering Questions | | Quiz<br>Assignment |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Volleyball*** | Students will:<br>Become knowledgeable on the team skills and tactics in volleyball | **Team Skills and Tactics**<br>Attacking and Defending block (one person, two persons, three persons)<br><br>-Systems of play (4:2 system, 5:1 system)<br><br>-Role of individual players<br><br>-Team formation when serving<br><br>-Team formation when receiving<br><br>-Serve switching and penetration by the setter<br><br>-Setting up attack and block<br><br>-Defending attack and block | Reading information sheet<br><br>Brainstorming<br><br>Class Discussion<br><br>Note-taking | Information Sheet | Assignment |

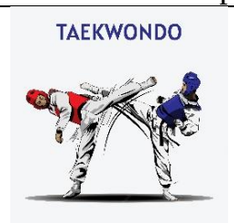
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

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**WEEK 12**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Taekwondo*** | **Students will:** Formulate a short definition for Sparring | Kyorugugi (Sparring)<br>Definition<br>It is a free-form fight between two people subject to strict rules to avoid injuries and to ensure fair competition.<br>**One Step Sparring**<br>The attacker only takes one step throwing one punch, hence the name "one step sparring, while the defender retaliates with either a block, a hand, a foot technique, or a combination or succession of all of these.<br>i. 5 Hand Technique<br>ii. 5 Foot Technique<br>iii. 5 Self-Defense Technique<br>iv. Combination Kicks<br><br>**Free Sparring** Taekwondo free sparring is continuous multi-directional flowing attack and defence. | Group Discussion<br><br>Oral Questioning | Taekwondo made simple | Assignment on the various techniques used in Sparring. |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Judo*** | **<u>Students will:</u>**<br>Understand the importance of learning the correct choke techniques used in Judo. | Chokes<br>A chokehold, choke, or stranglehold in Judo, (constriction technique') is a general term for a grappling hold that critically reduces or prevents either air (choking) or blood (strangling) from passing through the neck of an opponent.<br><br>Types of Chokes<br>i. Naked Strangle<br>ii. Single wing sleeper<br>iii. Collar choke<br>iv. Opposite Cross<br><br>**<u>Naked Strangle</u>**<br>he rear naked choke (RNC) is a chokehold in martial arts applied from an opponent's back | i. Brainstorming<br><br>ii. Listing types of Chokes | Physical Education & Sport for CSEC pg: 40-41 | Oral Questioning<br><br>Class quiz |

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| | | <br><br>**Single wing sleeper**<br>The leverage of the opponent's arm resembles a wing. Single wing lock from the rear with one hand around the neck to the collar but the other hand under the arm and behind the neck.<br><br><br><br>**<u>Collar Choke</u>**<br>It is a technique where you use the collar to restrict the blood flow on a person's neck. It is one of the most powerful chokes in all of grappling. The essence of the | iii. Discussing types of movement<br><br>iv. Demonstrating various movement | <u>https://evolve-mma.com/blog/bjj-101-collar-choke/</u> | |

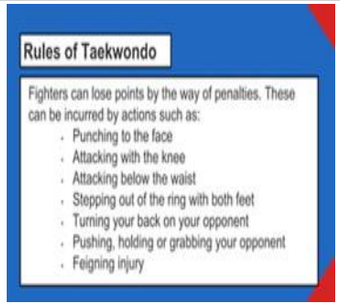
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| | | technique is to wrap the fabric of the gi around the neck, thereby strangling them.<br><br>**Opposite Cross**<br>The reverse cross lock. The palms are turned outwards before the fingers grip the opponent's collar.<br> | | https://www.youtube.com/watch?v=-cA4OsnoGvY | |

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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Volleyball*** | Students will:<br>Become knowledgeable on the team skills and tactics in volleyball | **Team Skills and Tactics**<br>Attacking and Defending block (one person, two persons, three persons)<br><br>-Systems of play (4:2 system, 5:1 system)<br><br>-Role of individual players<br><br>-Team formation when serving<br><br>-Team formation when receiving<br><br>-Serve switching and penetration by the setter<br><br>-Setting up attack and block | Reading information sheet<br><br>Brainstorming<br><br>Class Discussion<br><br>Note-taking | Information Sheet | Assignment |

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| | | -Defending attack and block | | | |

**WEEK 13**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Taekwondo*** | Students will:<br>Understand the techniques used in Kyokpa<br><br>Identify the laws/rules pertaining to the | **Kyokpa** (Board Breaking)<br>Translates loosely to "strike/hit and shatter." It refers to the act of breaking items, usually boards, using the Korean martial arts techniques in Tae Kwon Do.<br><br>**Components of Kyokpa are**:<br>i. Eye Control<br>ii. Balance<br>iii. Power Control<br>iv. Speed<br>v. Point of attack | Discussion<br><br>Oral questioning | Tae Kwon Do: The Korean Martial Art | Presentation |

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| | selected sports discipline. |   | Identifying rules | | |

**OR**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***Judo Rules*** | **Students will** : Develop an appreciation for the safety rules of the sport of Judo | **<u>Rules</u>**<br><br>Judo − Rules on Safety<br>The rules regarding safety in Judo are as follows<br>i. Intentionally harming an opponent is abandoned.<br>ii. One cannot punch or kick his opponent.<br>iii. You cannot touch the opponent's face.<br>iv. Attacking the joints other than elbows is not allowed.<br>v. Head dives are also not permitted.<br>vi. Some techniques like **Kawazu gake** and **Kami basami** are not allowed. | Reading Rules<br><br>Group Discussion | ▪ Flip Chart<br><br>Physical Education & Sport for CSEC | Quiz |

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| | | vii. Neither of the competitors is allowed to wear any hard metallic object during the competition. | | | |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Volleyball*** | Students will: Become knowledgeable of the Rules of Volleyball | **Rules of Volleyball**<br>**must-know rules of a volleyball game:**<br>i. Only 6 players on the floor at any given time: 3 in the front row and 3 in the back row.<br>ii. Points are made on every serve for the winning team of the rally (rally-point scoring).<br>iii. Players may not hit the ball twice in succession (a block is not considered a hit).<br>iv. The ball may be played off the net during a volley and on a serve.<br>v. A ball hitting a boundary line is in. | Brainstorming rules<br>Discussing each rule<br>Demonstrating knowledge of the rules by officiating a friendly game. | Volleyball rules booklet.<br>https://www.theartofcoachingvolleyball.com/basic-volleyball-rules-and-terminology/ | Practical-<br>Officiating a game |

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| | | vi. A ball is out if it hits an antenna, the floor completely outside the court, any of the net or cables outside the antennae, the referee stand or pole, or the ceiling above a non-playable area.<br>vii. It is legal to contact the ball with any part of a player's body.<br>viii. It is illegal to catch, hold or throw the ball.<br>ix. A player cannot block or attack a serve from on or inside the 10-foot line.<br>x. After the serve, front-line players may switch positions at the net.<br>**xi.** Matches are made up of sets; the number depends on the level of play. | | | |

**WEEK 14**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
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| ***History and Development of Physical Education and Sport*** | ***Students will:*** Be aware of the major Sporting Events played Internationally, Regionally, and Locally. | ***History and Development of Physical Education and Sport:*** Hierarchical relationships among sporting organizations, for example, ICC/WICB/local cricket boards, FIFA/CONCACAF/local football associations. | Exploring the impact between Physical Education and Sport in the Caribbean.<br><br>Identifying the different Games played within the Caribbean Communities locally, regionally, and internationally.<br>Presentation on the relationship that exists among the local, regional and international Physical Education and Sports organizations. | Text Books<br><br>Visual Aids<br><br>Sporting Equipment/Gears<br><br>Resource Personnel<br><br>Newspaper clippings and articles<br><br>Internet | Oral questioning<br><br>Presentation<br><br>Assignment<br><br>Practical Assessment<br><br>Portfolio |

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| | | | Explore and present Hierarchical relationships among sporting organizations. | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | **WEEK 15** |
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| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Anatomy and Physiology*** | ***Students will:***<br><br>Understand the structure and organization of the human body. | ***Anatomy and Physiology:***<br>The Integumentary System: skin, hair, nails, and associated glands. Skin: structure Diagram required), function. | i. Pictorial and model presentation Integumentary systems.<br><br>ii. Identifying and drawing the structure of the skin and the associated glands.<br><br>iii. Discussion on the functions of the skin and the associated glands.<br><br>iv. General discussion to highlight the importance of the hair, nails, skin, and the associated glands.<br><br>v. Presentation on the importance of the Integumentary systems, skin, hair, nails, and associated glands. | i. Texts Books<br><br>ii. Visual Aids<br><br>iii. Sporting Equipment/Gears<br><br>iv. Resource Personnel<br><br>v. Newspaper clippings and articles<br><br>vi. Internet | Oral questioning<br><br>Presentation<br><br>Assignment<br><br>Practical Assessment<br><br>Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | **WEEK 16** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Fitness and Performance*** | ***Students will:***<br>i. Understand the factors affecting performance.<br>ii. Understand the nature of muscle movement according to muscle action. | ***Fitness and Performance:***<br>i. Factors affecting Performance: Physiological, for example, body, type, diet, age, and fitness. Psychological, for example, motivation, and stress. Environmental, for example, altitude, weather, playing surface.<br>ii. Classifying movements according to muscle action: Muscle contractions: isotonic and isometric. Types of movement: flexion/extension, abduction/adduction, rotation, circumduction, inversion/eversion, pronation/supination.<br>Principles of movement to enhance performance: Skilled movement: muscles and joints used in specific ways, knowledge of skills used in activities; observation, analysis, improvement. Motion and force: striking; throwing, propulsion, catching, receiving, landing. Stability: base of support, the center of gravity. | i. Identify major causes of sport-related injuries.<br>ii. Describe procedures for the prevention of injuries.<br>iii. Identifying common sport-related injuries.<br>iv. Outline procedures for the treatment of common sports-related injuries.<br>v. Practical demonstration on how to attend to sport-related injuries and methods used to address such.<br>vi. Presentation on factors affecting performance, muscle action, and principles of movement to enhance performance. | 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>Presentation<br>Assignment<br>Practical Assessment<br>Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | **WEEK 17** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Health and Nutrition*** | ***Students will:*** <br><br> Identify eating disorders. | ***Health and Nutrition:*** <br> Eating Disorders: Anorexia, Bulimia, and Binging. | i. General discussion to highlight the importance of a balanced diet. <br><br> ii. Identifying reasons for eating disorders. <br><br> iii. Listing examples of factors and reasons for eating disorders. <br><br> iv. Presentation on eating disorders with regard to their consequences on athlete's performance and body functions. | i. Texts Books <br><br> ii. Visual Aids <br><br> iii. Sporting Equipment/Gears <br><br> iv. Resource Personnel <br> v. Newspaper clippings and articles <br><br> vi. Internet | Oral questioning <br><br> Presentation <br><br> Assignment <br><br> Practical Assessment <br> Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport

**GRADE 9**

**WEEK 18**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Trends and Social Issues:*** | ***Students will:*** Understand what a contract is and the legal issues relating to breach of contracts by athletes. | ***Trends and Social Issues:*** i. Legal Issues: contracts. ii. Environment: the relationship between sport and the environment. | i. General discussion to highlight and discuss issues related to Physical Education and Sports. ii. Examining legal contracts and issues athlete faces when contracts are breached. iii. Exploring the relationship between sport and the environment. iv. Presentation on the role of legal issues and the relationship between sport and the environment. | i. Texts Books ii. Visual Aids iii. Sporting Equipment/Gears iv. Resource Personnel v. Newspaper clippings and articles vi. Internet | Oral questioning Presentation Assignment Practical Assessment Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | WEEK 19 |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Football*** | Student Will<br>Be knowledgeable on the History and evolution of Football | Football is the world's most popular sport, with over a billion fans worldwide. It involves kicking a leather and plastic ball towards a goal, with teams of 11 players each. The winning team is determined by the number of goals scored.<br>**History Of Football**<br>Football, originating in Great Britain, has been played for centuries, with regional customs and early village games.<br><br>**Early History**<br>The earliest mention of football dates back to the 3rd and 2nd centuries BC in military manuals in China. Cuju, the earliest version of association football, was played in square-shaped spaces with a circular leather ball. The Japanese equivalent was Kemari. Rugby Football originated in ancient Greece and Rome, with the Greek game Episkyros being believed to have inspired the Roman game harpastum.<br><br>**The Origin of Modern-Day Football**<br>Modern-day Football originated in Great Britain, with two variants, Rugby and Association Football, in the 1800s. The Football Association, established in 1863, created rules and regulations for Association Football, later renamed "soccer." | Discussions on the history, evolution and development of football | Video on the History of football and how it has been played over the years | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| OR | | | | | |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Basketball*** | Student Will<br>Be knowledgeable on the History and evolution of Basketball | **History of Basketball**<br>Basketball, invented in 1891 by Canadian clergyman James Naismith, was introduced as an indoor winter recreation at Springfield College. It combines elements of American football, soccer, and hockey. Teams had nine players and wooden peach baskets as goals. The game spread nationwide and internationally, becoming popular in various countries. U.S. colleges adopted the game between 1893 and 1895, and by the 1950s, it became a major college sport, leading to professional basketball's growth.<br><br>The National Basketball League, formed in 1898, was the first professional league to protect players from exploitation and promote a less rough game. It lasted five years before disbanding, spawning several loosely organized leagues in the northeastern United States. The Original Celtics, founded in 1915, played 150 games a season and dominated basketball until 1936. In 1949, the National Basketball League and the Basketball Association of America merged to create the National Basketball Association (NBA). The NBA's popularity grew due to the growing popularity of its most prominent players, such as Larry Bird and Magic Johnson. The NBA's growth has been sustained by a new generation of stars, including Shaquille O'Neal and Larry Johnson. The Basketball Hall of Fame was founded in 1959 and features the names of great players, coaches, and referees. The NBA's growth since 2000 has attracted sponsorship and endorsement deals from various sources, making it a worldwide phenomenon. | Discussions on the history, evolution and development of basketball | Video on the History of basketball and how it has been played over the years | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

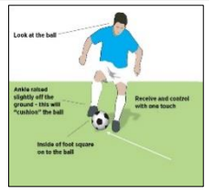
**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Netball*** | Student Will<br>Be knowledgeable on the History and evolution of Netball | **HISTORY OF NETBALL**<br>In 1891, James Naismith invented basketball for young men at the School for Christian Workers in Springfield, Massachusetts. The game featured nine players, with women's indoor basketball following shortly after. The International Federation of Women's Basketball and Netball was established in 1960, and the sport has since been played in various British Commonwealth countries. Australia has dominated the sport, winning the World Championships in 1971, 1975, 1979, 1983, 1991, 1995, and 1999. The event has been held in Australia, Jamaica, New Zealand, Trinidad & Tobago, Singapore, Scotland, Australia, England, and New Zealand.<br><br>In 1995, Netball became a recognized sport by the International Olympic Committee (IOC) and is now a core sport in the Commonwealth Games. It was included in the 1998 Commonwealth Games in Kuala Lumpur, Australia, New Zealand, and England, and was a programmed sport in the 2002 and 2006 Commonwealth Games in Manchester, England, and Mumbai. The International Netball Federation (INF) was renamed in 2012.<br><br>**World Netball History**<br>The International Federation of Netball Associations (IFNA), now World Netball, has evolved with the sport's evolution. Australian netball legends Deidre Hyland and Dorothy McHugh launched their book, 'Netball – State of Play', to commemorate IFNA's Golden Jubilee. The book, based on documentary evidence, traces the early development of the Federation, the international game, and the sport's expansion beyond the Commonwealth. The book includes reflections from notable figures like Marva Bernard, Anne Taylor, and Baroness Sue Campbell. Deidre and Dot express their gratitude to the International Federation for their numerous opportunities and memorable experiences. Both hold Netball Australia and IFNA Service Awards and have been inducted into the Australian Netball Hall of Fame. | Discussions on the history, evolution and development of Netball | Video on the History of Netball and how it has been played over the years | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

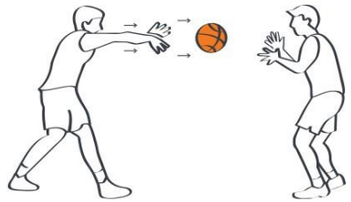
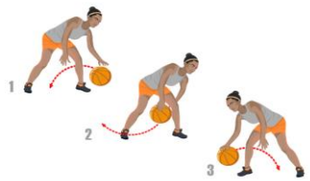
**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 20**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Football***<br><br>Control<br>Passing<br>Shooting | Student Will<br>Be knowledgeable on the Skills of Football;- | **Skills**<br>**Control**<br>- Using static practices: use of chest, thigh, feet and head.<br>- Pressurized situations: use of chest, thigh, feet and head.<br><br>**Passing**<br>- Short pass: including use of both feet; use of the inside and the outside of the foot, instep.<br>- Long pass (along the ground, lofted pass): skills to include use of both feet, outside of the foot, the chip pass.<br>- Body pass: use of head and chest<br><br>**Shooting**: power shots (short and long-range); shots with inside and outside of the foot (swerving shots); first-time shots (volleys and half volleys); heading; shooting on the move; penalty kicks and direct free kicks.<br><br><br><br> | Discussions on the technique of Control, Passing and shooting when playing football.<br><br>Football Drills on Control, Passing & Shooting | Video on the football with the various skills; Control, Passing & Shooting<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

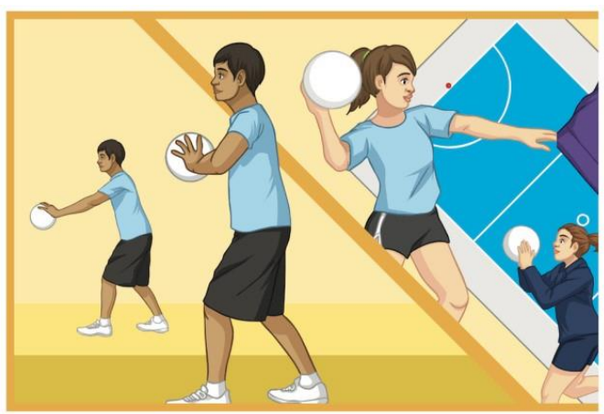
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Basketball*** | Student Will<br>Be knowledgeable on the Skills of Basketball;-<br>i. Passing<br>ii. Catching<br>iii. Dribbling | **Skills**<br>○ **Passing**: chest pass; bounce pass; baseball pass (long) and overhead pass.<br><br>○ **Catching**: one-hand/block and trap; two-hand catch/funnel;<br><br><br>○ **Dribbling**: either hand (right, left); alternate hands; change of direction and change of pace; high, low and cross-over (reverse, front cross-over, between the legs, behind the back)<br><br> | Discussions on technique of Control, Passing and shooting when playing Basketball.<br><br>Basketball Drills on Passing, Catching and Dribbling | Video on the football with the various skills; Control, Passing & Shooting<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

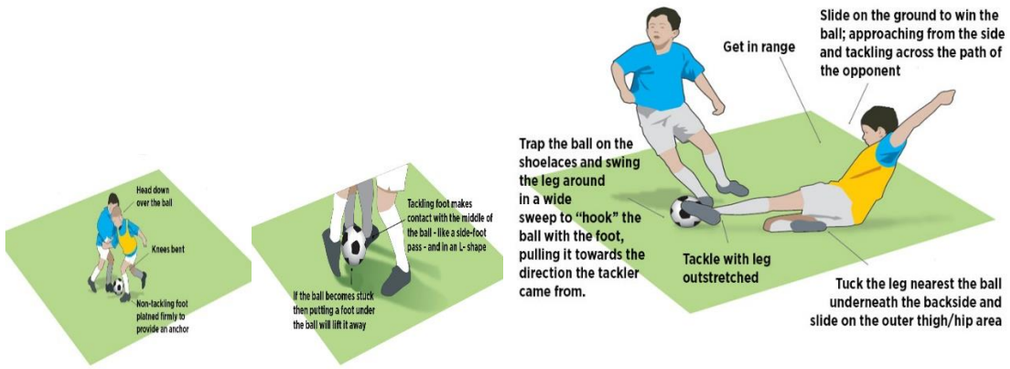
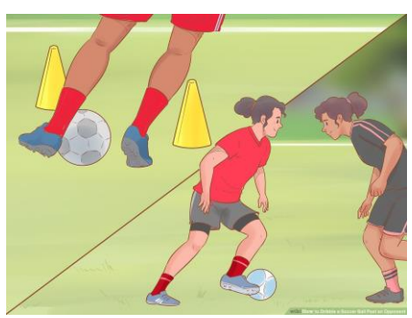
**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Netball*** | Student Will<br>Be knowledgeable on the Skills of Netball;-<br><br>Catching<br>Throwing | **Skills**<br>○ **Catching**: one-handed, two-handed with feet grounded, in flight<br><br>○ **Throwing**: (different passes and their uses); one-handed passes (shoulder, high shoulder, underarm, bounce, lob two-handed passes (push, overhead, bounce)<br><br> | Discussions on the skill of catching and throwing when playing Netball.<br><br>Netball Drills Catching and Throwing | Video on the football with the various skills; Catching and throwing<br><br>Physical Education & Sport for CSEC | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 21**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Football*** | Student Will<br>Be knowledgeable on the Skills of Football;-<br><br>Tackling<br>Dribbling | **Tackling**<br>block tackle; side tackle; sliding tackle.<br><br><br>**Dribbling**: close control; use of either foot; feints; changes of pace and direction, against opponents.<br> | Discussions on the technique of Tackling & Dribbling when playing football.<br><br>Football Drills on Tackling & Dribbling | Video on the football with the various skills; Tackling & Dribbling<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

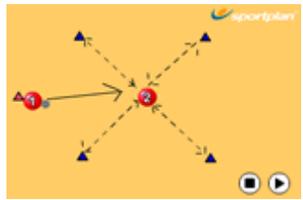
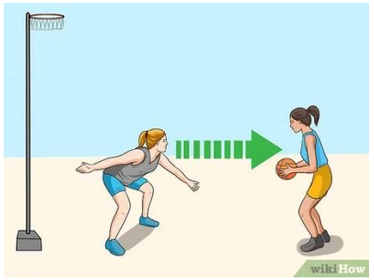
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Basketball*** | Student Will<br>Be knowledgeable on the Skills of Basketball;-<br><br>Shooting<br>Footwork | **Skills**<br>○ **Shooting**: lay-up shots; set shots; jump shots; hook shots.<br><br>○ **Footwork**: stance; pivoting; changes of pace and direction; sliding; jumping; stopping.<br> | Discussions on the technique of Tackling & Dribbling when playing football.<br><br>Football Drills on Tackling & Dribbling | Video on the football with the various skills; Tackling & Dribbling<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Netball*** | Student Will<br>Be knowledgeable on the techniques of getting free and skills of defending | **Techniques of getting free;** dodge and sprint; sudden sprint; sprint and stop; sprinting with a change of speed<br><br>**Defending**: marking the player; marking the ball; blocking, inside<br> | Discussions on various techniques of getting free and skills of defending<br><br>Demonstrations on the techniques of getting free and skills of defending | Video on Netball with the various techniques and skills<br><br>Physical Education & Sport for CSEC | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

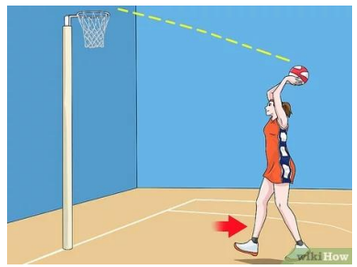
**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 22**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Football*** | Student Will<br>Be knowledgeable on the Skills of Football;-<br><br>Heading<br><br>Jockeying | **Heading**<br>Defensive and attacking for distance and accuracy.<br><br>**Jockeying**: pressuring and attacking, for distance and accuracy<br><br> | Discussions on the technique of Heading and Jockeying when playing football.<br><br>Football Drills on Heading and Jockeying | Video on the football with the various skills; Heading and Jockeying<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

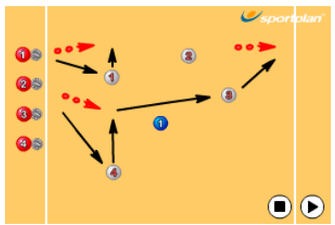
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Basketball*** | Student Will<br>Be knowledgeable on the Skills of Netball;-<br>Footwork<br>Shooting | **Skills**<br>○ **Footwork**: landing on one foot; landing on two feet; pivot; running pass.<br>○ <br>○ **Shooting**: one hand; two hands; forward step shot; backward step shot.<br> | Discussions on the skill of footwork and shooting when playing Netball.<br><br>Netball Drills footwork and shooting | Video on the football with the various skills; footwork and shooting<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

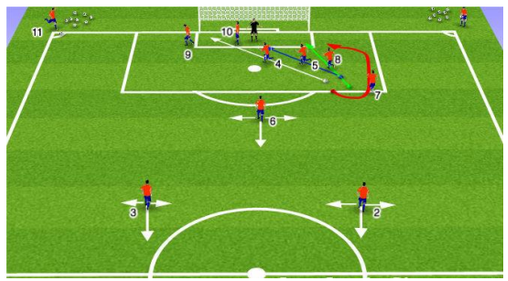
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Netball*** | Student Will<br>Be knowledgeable on the skills of Netball;-<br>Intercepting<br>Toss – up | **Skills**<br>Intercepting: pass; shot.<br><br>The toss-up<br> | Discussions on various skills of intercepting and toss-up<br><br>Demonstrations on the skills of intercepting and toss-up | Video on Netball with the various techniques and skills<br><br>Physical Education & Sport for CSEC | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | WEEK 23 |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Football*** | Student Will<br>Be knowledgeable on the Tactics of Football;-<br>Attack<br>Defense<br>Set pieces | **Tactics**<br>**Attack**: depth, width and penetration in attack; use of space and timing; mobility; support play; positional sense, improvisation.<br><br>**Defense**: close marking; lateral running; covering; depth, width and concentration in defense; delay in defense; man-to-man and zonal marking.<br><br>**Set pieces**: direct and indirect free kicks, and corner kicks.<br><br> | Discussions on tactics of attacking, defending and set pieces when playing football.<br><br>Football Drills attacking, defending and set pieces | Video on the football with the various tactics<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Basketball*** | Student Will<br>Be knowledgeable about the Playing Position in Basketball | **Playing Position**<br>Point guard, shooting guard, forward; power forward; center<br><br><br>A basketball team can have a lot of players, but only five can play in a game at any one time. layers in a basketball game have assigned basketball positions: center, power forward, small forward, point guard, and shooting guard.<br>Center The center is the tallest player on each team, playing near the basket.<br>On offence, the center tries to score on close shots and rebounds.<br>Shooting Guard, the shooting guard is usually the team's best shooter. | Discussions on various playing positions when playing football.<br><br>Demonstrations on the various playing positions when playing football. | Video on Basketball with the various playing positions<br><br>Physical Education & Sport for CSEC | Practical exercises |
| ***Basketball*** | Student Will<br>Be knowledgeable on the tactics of Basketball;-<br>Offence | **Tactics**<br>Individual<br>- one-on-one;<br>- one-on-zero;<br>- post play (pivot). | Discussions on the tactics of offence (individual) when playing football. | Video on the basketball tactics with the various tactics | Practical exercises |
| **OR** | | | | | |

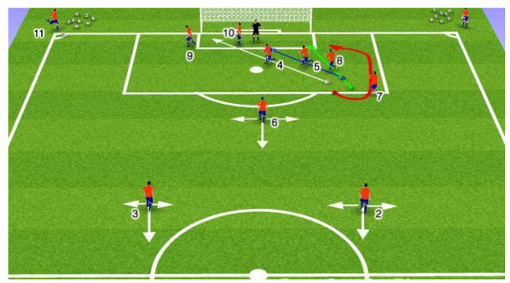
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Netball*** | Student Will<br>Be knowledgeable on the tactics of Netball;-<br>Attacking<br>Defending | **Tactics**<br>Attacking: system of centre passes; set patterns of play; throw-in; toss-up; holding the space; back up on the circle edge.<br><br>Defending: blocking; zoning; defending the space; the throw-in; the toss-up; and backup on the circle edge. | Discussions on the tactics of attacking and defending when playing netball. | Video on the netball tactics when attacking and defending<br><br>Physical Education & Sport for CSEC | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | WEEK 24 |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Football*** | Student Will<br>Be knowledgeable on the Tactics of Football;-<br>Attack<br>Defense<br>Set pieces | **Tactics**<br>i. **Attack**: depth, width and penetration in attack; use of space and timing; mobility; support play; positional sense, improvisation.<br>ii. **Defense**: close marking; lateral running; covering; depth, width and concentration in defense; delay in defense; man-to-man and zonal marking.<br>iii. **Set pieces**: direct and indirect free kicks, and corner kicks.<br> | Discussions on tactics of attacking, defending and set pieces when playing football.<br>Football Drills attacking, defending and set pieces | Video on the football with the various tactics<br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

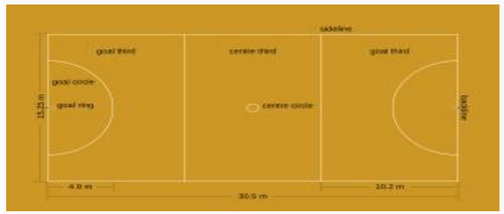
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Basketball*** | Student Will<br>Be knowledgeable on the tactics of Basketball;-<br>Defense | **Tactics**<br>Groups<br>- two-on-one;<br>- two-on-two;<br>- three-on-three.<br>- three-on-tow<br><br>Team<br>- Zone<br>- Man-to-main<br>- Mixed (zone and man-to-man) | Discussions on the tactics of defense (individual) when playing football.<br><br>Basketball drills on the defense (individual) tactics | Video on the basketball tactics with the various tactics<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

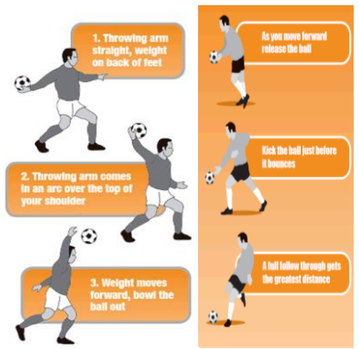
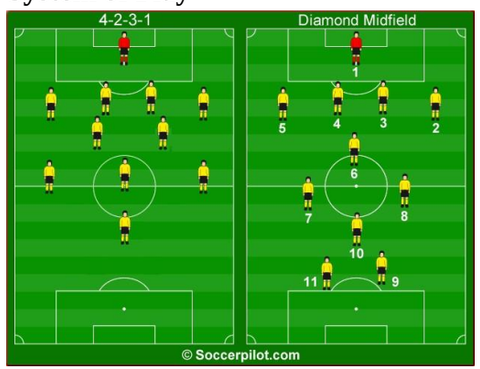
**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Netball*** | Student Will<br>Be knowledgeable on the tactics of Netball;-<br>Role of Individual players | **Tactics**<br>Netball Positions<br>In a standard game of netball, a team has 7 players on a court at one time. They take up the following positions:<br>i. Goal Keeper - Allowed in the defensive goal third and shooting circle<br>ii. Goal Defence - Allowed in the defensive and centre thirds, and the shooting circle<br>iii. Wing Defence Allowed in the defensive and centre thirds, but not the shooting circle<br>iv. Centre Allowed in all thirds, but not in either shooting circle<br>v. Wing Attack Allowed in the attacking and centre thirds, but not the shooting circle<br>vi. Goal Attack Allowed in the attacking and centre thirds, and the shooting circle<br>vii. Goal Shooter Allowed in the attacking goal third and shooting circle<br> | Discussions on the various roles the players play and their position when playing Netball. | Video on the court placement of the players<br><br>Physical Education & Sport for CSEC | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 25**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Football*** | Student Will<br>Be knowledgeable on the Tactics of Football;-<br>Throw-in<br>System of paly | **Tactics**<br>i. **Throw – in and goal keeper's kick**<br><br>ii. **System of Play**<br> | Discussions on tactics of throw – in and goal keeper's kick and the system of play when playing football. | Video on the football with the various tactics<br><br>Physical Education & Sport for CSEC | Practical exercises |
| ***Football*** | Student Will<br>Be knowledgeable on the Law of | **ii. Laws of the discipline/sport and their application** | Discussions on tactics of throw – in and goal | Video on the football. | Practical exercises |

| | | | | | |
|---|---|---|---|---|---|
| | football and Refereeing | The codified rules of association football are known as the Laws of the Game. The laws outline the minimum number of players per team, the time allotted for each half, the size of the field and ball, the kinds of fouls that can result in penalties, the offside rule, and many other rules that help to define the sport.<br><br>**iii. Refereeing**<br><br>FIFA LAW 5 The Referee in Football. Enforces the Laws of the Game. Controls the competition in cooperation with the other list of officials in soccer matches. Acts as a timekeeper keeps a record of the match, and provides the appropriate authorities with a match report. | keeper's kick and the system of play when playing football. | Physical Education & Sport for CSEC | |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Basketball*** | Student Will<br>Be knowledgeable on the Law of football | **i. Laws of the discipline/sport and their application**<br><br>These rule differences, however, are usually just variations on the basic game of basketball and the majority of the rules discussed below can be applied to most any game of basketball played.<br><br>The winner of a basketball game is the team with the most points.<br><br>Rules for the offense The basketball team on offense is the team with the basketball.<br><br>A player who starts dribbling again is called for a double-dribbling violation and loses the basketball to the other team.<br><br>Defensive Rules The team on defense is the team without the basketball. The main rule for the defensive player is not to foul. | Discussions on the rules of Basketball | Video on the Basketball.<br><br>Physical Education & Sport for CSEC | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Netetball*** | Student Will<br>Be knowledgeable on the rules of Netball | **i. Laws of the discipline/sport and their application**<br><br>**Rules of Netball**<br>i. A match consists of four quarters lasting 15 minutes each.<br>ii. Each team can have a maximum of 7 players and a minimum of 5.<br>iii. The court must be divided into 3 sections, with each player holding a specific position on the court.<br>iv. If a player moves into a position that they shouldn't be in, they will be deemed to be offside.<br>v. Players cannot hold the ball for more than three seconds.<br>vi. Players cannot take more than 1.5 steps when in possession of the ball.<br>vii. The ball must go through the ringed hoop for a goal to be given. | Discussions on the rules of Netball | Video on the Netball rules being applied<br><br>Physical Education & Sport for CSEC | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 26**

| 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. | ***History and Development of Physical Education and Sport:*** Hierarchical relationships among sporting organizations, for example, ICC/WICB/local cricket boards, FIFA/CONCACAF/local football associations. | i. Exploring the impact between Physical Education and Sport in the Caribbean.<br>ii. Identifying the different Games played within the Caribbean Communities locally, regionally, and internationally.<br>iii. Presentation on the relationship that exists among the local, regional and international Physical Education and Sports organizations.<br>Explore and present Hierarchical relationships among sporting organizations. | 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<br>Presentation<br>Assignment<br>Practical Assessment<br>Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | WEEK 27 |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Anatomy and Physiology*** | ***Students will:*** <br><br> Understand the structure and organization of the human body. | ***Anatomy and Physiology:*** <br><br> The Integumentary System: skin, hair, nails, and associated glands. Skin: structure Diagram required), function. | i. Pictorial and model presentation Integumentary systems. <br><br> ii. Identifying and drawing the structure of the skin and the associated glands. <br><br> iii. Discussion on the functions of the skin and the associated glands. <br><br> iv. General discussion to highlight the importance of the hair, nails, skin, and the associated glands. <br><br> v. Presentation on the importance of the Integumentary systems, skin, hair, nails, and associated glands. | i. Texts Books <br><br> ii. Visual Aids <br><br> iii. Sporting Equipment/Gears <br><br> iv. Resource Personnel <br><br> v. Newspaper clippings and articles <br><br> vi. Internet | Oral questioning <br><br> Presentation <br><br> Assignment <br><br> Practical Assessment <br><br> Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 28**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Fitness and Performance*** | ***Students will:***<br>i. Understand the factors affecting performance.<br>ii. Understand the nature of muscle movement according to muscle action. | ***Fitness and Performance:***<br>i. Factors affecting Performance: Physiological, for example, body, type, diet, age, and fitness. Psychological, for example, motivation, and stress. Environmental, for example, altitude, weather, playing surface.<br>ii. Classifying movements according to muscle action: Muscle contractions: isotonic and isometric. Types of movement: flexion/extension, abduction/adduction, rotation, circumduction, inversion/eversion, pronation/supination.<br>Principles of movement to enhance performance: Skilled movement: muscles and joints used in specific ways, knowledge of skills used in activities; observation, analysis, improvement. Motion and force: striking; throwing, propulsion, catching, receiving, landing. Stability: base of support, the center of gravity. | i. Identify major causes of sport-related injuries.<br>ii. Describe procedures for the prevention of injuries.<br>iii. Identifying common sport-related injuries.<br>iv. Outline procedures for the treatment of common sports-related injuries.<br>v. Practical demonstration on how to attend to sport-related injuries and methods used to address such.<br>vi. Presentation on factors affecting performance, muscle action, and principles of movement to enhance performance. | 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>Presentation<br>Assignment<br>Practical Assessment<br>Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport

**GRADE 9**

**WEEK 29**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Health and Nutrition*** | ***Students will:***<br><br>Identify eating disorders. | ***Health and Nutrition:***<br>Eating Disorders: Anorexia, Bulimia, and Binging. | i. General discussion to highlight the importance of a balanced diet.<br><br>ii. Identifying reasons for eating disorders.<br><br>iii. Listing examples of factors and reasons for eating disorders.<br><br>iv. Presentation on eating disorders with regard to their consequences on athlete's performance and body functions. | i. Texts Books<br><br>ii. Visual Aids<br><br>iii. Sporting Equipment/Gears<br><br>iv. Resource Personnel<br>v. Newspaper clippings and articles<br><br>vi. Internet | Oral questioning<br><br>Presentation<br><br>Assignment<br><br>Practical Assessment<br>Portfolio |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport

**GRADE 9**

**WEEK 30**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Trends and Social Issues:*** | ***Students will:***<br><br>Understand what a contract is and the legal issues relating to breach of contracts by athletes. | ***Trends and Social Issues:***<br>i. Legal Issues: contracts.<br><br>ii. Environment: the relationship between sport and the environment. | i. General discussion to highlight and discuss issues related to Physical Education and Sports.<br><br>ii. Examining legal contracts and issues athlete faces when contracts are breached.<br><br>iii. Exploring the relationship between sport and the environment.<br><br>iv. Presentation on the role of legal issues and the relationship between sport and the environment. | i. Texts Books<br><br>ii. Visual Aids<br><br>iii. Sporting Equipment/Gears<br><br>iv. Resource Personnel<br><br>v. Newspaper clippings and articles<br><br>vi. Internet | Oral questioning<br><br>Presentation<br><br>Assignment<br><br>Practical Assessment<br><br>Portfolio |

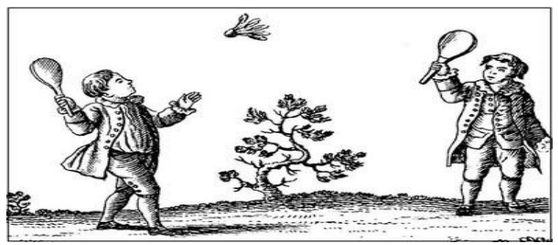
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | **WEEK 31** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Table Tennis*** | Student Will<br>Be knowledgeable on the History of Table Tennis | **The History and Evolution of Table Tennis**<br>Table tennis, also known as ping-pong, has been a popular recreational sport since 1988. Its name comes from the onomatopoeic sound of a ball, which appeared in the Far East in 1884. Explore the history of table tennis and its impact on the sport.<br><br>**The Origins of Table Tennis**<br>In the late 19th century, table tennis emerged in England, inspired by lawn tennis. Players were middle-class Victorians, using champagne corks as balls and cigar boxes as bats. In 1890, Englishman David Foster introduced the first table tennis game, and in 1897, national championships were organized in Hungary. In 1901, James Gibb introduced a lighter celluloid ball, and in 1902, E.C. Gould introduced rubberized bats.<br><br><br>**The First Table Tennis Tournaments**<br>The first official World Championship in 1902 took place at Queen's Hall in London, leading to the creation of the British Table Tennis Federation and the European Championships in 1907. The sport's growth continued in the 1920s, with the establishment of the Table Tennis Association and the International Federation. Famous champions include Richard Bergmann, Aloizy Ehrilich, and Angelica Rozeanu. | Discussions on the evolution and development of table tennis | Video on the History of table tennis and how it has been played | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Badminton*** | Student Will<br>Be knowledgeable on the History of Badminton | Badminton is a two-player sports game where players throw a shuttlecock to an opponent's territory without hitting it, aiming to score points by touching their area.<br><br>**History of Badminton**<br>Badminton, an ancient game, originated in Ancient Greece, India, Japan, China, and Africa. The "Poona" game was the prototype for modern badminton, which was later brought to England by sailors. The English Duke of Beaufort played the game in his estate, Badminton House, and it gained popularity. In 1934, the International Badminton Federation was created, which included Canada, Denmark, France, England, the Netherlands, Ireland, Scotland, New Zealand, and Wales. Since 1947, the world badminton championships for men (Thomas Cup) have been held under its guidance.<br><br>In 1992, badminton was included in the Olympic Games program. The game's popularity has grown globally, particularly in Southeast Asia, where Asian athletes dominate. Badminton rules include a draw, a first serve, and a score system. Side changes occur after the end of the first game, before the third game, and after 11 points in the third game. Breaks between games last 2 minutes.<br><br> | Discussions on the evolution and development of Badminton | Video on the History of badminton and how it has been played | Practical exercises |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

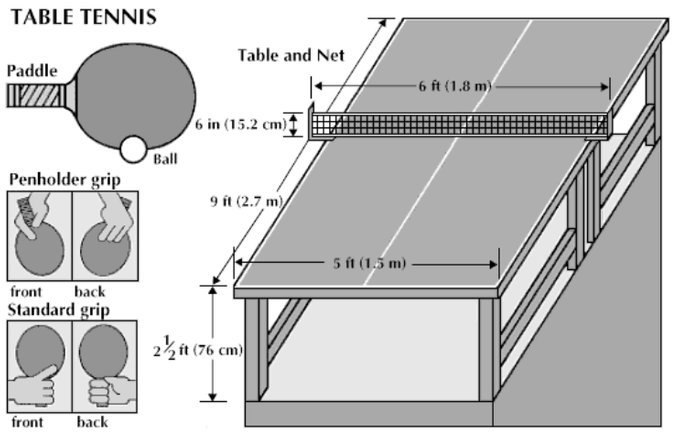
**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Swimming*** | Student Will<br>Be knowledgeable about the History of Swimming | **History of Swimming**<br><br>Swimming gained popularity in the early 19th century with the formation of the National Swimming Society in the UK. The sport's most popular stroke was the modern-day breaststroke. The sport's evolution led to the formation of FINA in 1908, which governs the sport globally. Technological advancements have included temperature-controlled pools, anti-wave lane ropes, goggles, and racing suits. The sport continues to grow with over thirty nations competing in the World Championship and Olympic swimming.<br><br> | Discussions on the evolution and development of Badminton | Video on the History of badminton and how it has been played | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

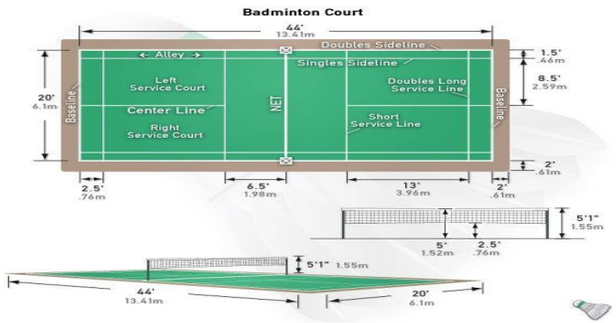
**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 32**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Table Tennis*** | Student Will<br>Be knowledgeable on the History of Table Tennis | **Table Tennis, The Most Practiced Sport In The World**<br>In the 1950s, table tennis became crucial in Asia, with Japanese dominance at the World Team Championships and the introduction of foam. Japan produced world champions like Hiroji Sato. Chinese supremacy emerged in the 1960s, with Zhuand Zedong's triple world champion titles. The first "Chinese service" was used in 1977, transforming the game's strategic role. Asia's place in table tennis history is crucial for its progress.<br><br>**Table Tennis Equipment**<br>Table tennis requires a table, bats, and balls for practice. Indoor tables are suitable for gentle practice, while outdoor tables are more durable and suitable for outdoor games. Protective Cornilleau covers and professional competition tables ensure durability. Foam rubber bats offer precision and control. Table tennis has a rich history, involving players from all walks of life.<br><br> | Discussions on the evolution and development of table tennis | Video on the History of table tennis and how it has been played | Practical exercises |

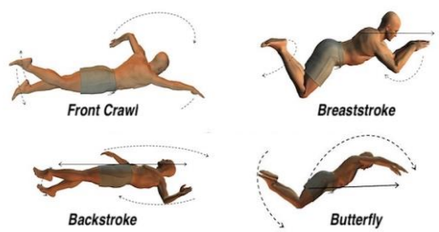
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**Curriculum Area:** Physical Education and Sport **GRADE 9**

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|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Badminton*** | Student Will<br>Be knowledgeable on the History of Badminton | **Badminton Court Dimensions and Net Height**<br>A badminton court has a rectangular shape with dimensions of 20 feet by 44 feet, with a 20 feet width for doubles. The net is 5.1 feet high, with a 0.25-foot folded strip above. The court features 4-centimetre marking lines, a service line, and a service zone, divided by a central line.<br><br><br>**Equipment of Badminton**<br>The three basic equipment and facilities required for badminton are a badminton racket, a shuttlecock made of plastic or natural feathers, and a basketball shoe with lateral ankle support. The racket weighs 70-100 grams and is used by professional players for better control. The shuttlecock is typically used for amateurs and training, while the shuttlecock is made of 16 goose feathers and a cork head covered with leather. The equipment should be suitable and comfortable for the player.<br> | Discussions on the evolution and development of Badminton | Video on the History of badminton and how it has been played | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

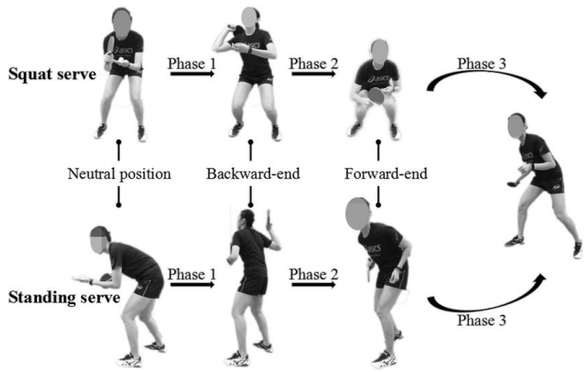
**Curriculum Area:** Physical Education and Sport **GRADE 9**

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|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Swimming*** | **Students will:**<br>To enable students with various swimming skills | **Swimming Strokes**<br>i. Backstroke — a swimming stroke performed on the back with the arms lifted alternately out of the water in a backward circular motion and the legs extended and kicking.<br>ii. Breaststroke — one of the major swimming strokes, performed with the swimmer with his chest forward and facing towards to bottom of the pool.<br>iii. Freestyle — in these events, competitors can swim using any stroke of their choice.<br>iv. Butterfly — one of the major swimming stroke styles, swum on the breast, with both arms moving simultaneously, accompanied by a "dolphin kick.<br><br> | Demonstration of the various swimming strokes;<br>i. Breaststrokes<br>ii. Backstrokes<br>iii. Front Crawl<br>iv. Butterfly | Video on the Swimming skills | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 33**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Table Tennis*** | **Students will:**<br>To enable students with the skills of Services | **Skills**<br>i. Services using a variety of length, direction and spin; forehand and backhand.<br>ii. Return of service; attacking and defensive returns with and without spin.<br>iii. Push shots: backhand push; and forehand push.<br>iv. The block.<br>v. Half volleys: using forehand and backhand<br><br> | i. Demonstration of the various skills in the different types of serves in table tennis;<br>ii. Drills using a variety of length, direction and spin; forehand and backhand.<br>iii. Drills attacking and defensive returns with and without spin.<br>iv. Drills backhand push; forehand push.<br>v. Drill on the block. forehand and backhand | Videos on table tennis. | Practical exercises |
| **OR** | | | | | |

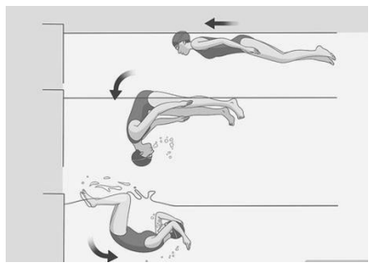
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Badminton*** | **Students will:**<br>To enable students with the skills of Grip, Service and Clears | **Skills**<br>i. Grips<br>a. Forehand<br>b. Backhand<br>ii. Service<br>a. High<br>b. Low<br>c. Forehand<br>d. Backhand<br>e. Flick<br>f. Drive<br>iii. Clears<br>a. Over-head<br>b. Around head<br>○ Underarm<br>○ Backhand<br>○ Attacking<br>○ Defensive<br> | i. Demonstration of the various skills in the different types of serves in table tennis;<br>ii. Drills of the different grips<br>iii. Drills on clears | Videos on table tennis. | Practical exercises |
| **OR** | | | | | |

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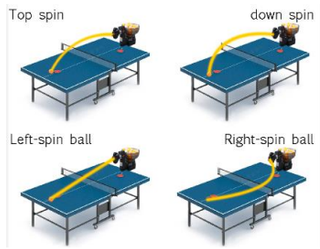
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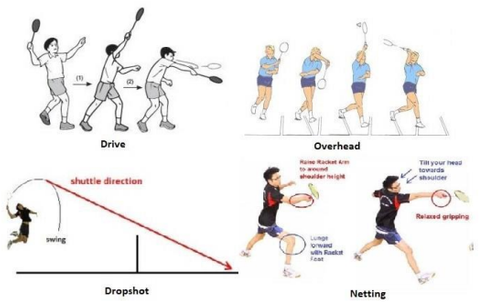
| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Swimming*** | **Students will:**<br>To enable students with the tactics of Turning – Flip, Touch | **Tactic**<br>Turning<br>o Flip<br>o Touch<br> | Demonstration of the various skills in the different turns | Videos on swimming flip and touch | Practical exercises |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

**WEEK 34**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Table Tennis*** | **Students will:**<br><br>To enable students with the skills of Services | **Skills**<br>i. Backspin defensive returns using forehand and backhand; the chop.<br><br>ii. Top spin driving using forehand and backhand.<br><br>iii. Drop shots.<br><br>iv. Loop: fast forehand; slow forehand; backhand loop. Lob: forehand and backhand.<br><br><br> | i. Demonstration of the various skills in the different types of spins in table tennis;<br><br>ii. Drills Back spin defensive returns using forehand and backhand; the chop.<br><br>iii. Drills Top spin driving using forehand and backhand.<br><br>iv. Drills Loop: fast forehand; slow forehand; backhand loop. Lob: forehand and backhand. | Videos on table tennis. | Practical exercises |
| **OR** | | | | | |
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Badminton*** | **Students will:** | **Skills**<br>i. Drops shots | i. Demonstration of the various skills in the | Videos on table tennis. | Practical exercises |

| | | | | | |
|---|---|---|---|---|---|
| | To enable students with the skills of drop shots, smash, drives, net shots | a. Slow<br>b. Fast<br>c. Forehand<br>d. Backhand<br>e. Around head.<br><br>ii. Smash<br>a. Forearm<br>b. Backhand<br>c. Around head.<br><br>iii. Drives<br>a. Forehand<br>b. Backhand<br><br>iv. Net shots<br>a. Hairpin<br>○ Kill<br>○ Lift<br><br> | different types of serves in table tennis;<br><br>ii. Drills of the different grips<br><br>iii. Drills on clears | | |

**OR**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Swimming*** | **Students will:**<br>To enable students with life-saving | **Life-Saving Skills**<br>**Strokes**:<br>i. Side stroke. | i. Demonstration of the various life-saving skills | Videos on life-saving | Practical exercises |

| | | | | | |
|---|---|---|---|---|---|
| | skills when swimming | ii. Life-saving leg kick.<br>iii. Elementary backstroke.<br>iv. Entry into water:<br>a. stride entry;<br>b. stride jump;<br>c. straddle jump.<br>v. Rescues:<br>a. land-based; reaching assists; throw;<br>○ water based; wade; accompanied rescue, non-contact rescue; contact<br>rescue (Select 2 from the following):<br>○ extended tow;<br>○ clothing tow;<br>○ wrist tow;<br>○ chin/head tow;<br>○ double shoulder tow;<br>○ cross chest tow. | ii. Drills on the strokes | skills in swimming | |

| | | | | | **WEEK 35** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |

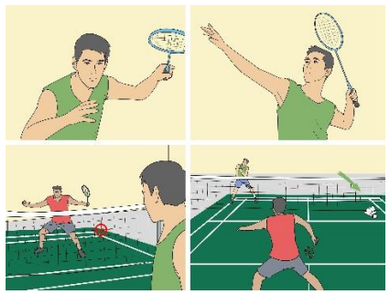
# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | |
|---|---|---|---|---|---|
| ***Table Tennis*** | **Students will:**<br>To enable students with the tactics of table tennis | **Tactics**<br>i. Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.<br>ii. Tactics for service: serving strategy; receiving service in singles; varying the service; receiving service in doubles/mixed<br> | Demonstration of the various tactics :<br>i. Single<br>ii. Push shot<br>iii. The block<br>iv. Half Volley<br>v. Top spin<br>vi. Drop Shot<br>vii. Loop<br>viii. Back Spin | Video on Table Tennis<br>Resource Personnel | Practical activities<br>Assignment |
| **OR** | | | | | |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| TOPIC/ SUB-TOPIC | GENERAL OBJECTIVE | CONTENT | ACTIVITY | RESOURCE | EVALUATION STRATEGY |
|---|---|---|---|---|---|
| ***Badminton*** | **Students will:**<br>To enable students with the tactics of badminton | **Tactics**<br><br>Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.<br><br>Tactics for service: serving strategy; varying the service; receiving service in singles; receiving service in doubles/mixed.<br><br>Formations: front and back; side-by-side.<br><br> | Demonstration of the various tactics :<br>i. Single<br>ii. Doubles<br>iii. Attacking<br>iv. Serving Strategy<br>v. Receiving service<br>vi. Mixed/Doubles | Video on Badminton<br>Resource Personnel | Practical activities<br>Assignment |

# NATIONAL SCHEME FOR SECONDARY SCHOOLS

**Curriculum Area:** Physical Education and Sport **GRADE 9**

| | | | | | **WEEK 35** |
|---|---|---|---|---|---|
| **TOPIC/ SUB-TOPIC** | **GENERAL OBJECTIVE** | **CONTENT** | **ACTIVITY** | **RESOURCE** | **EVALUATION STRATEGY** |
| ***Swimming*** | **Students will:**<br>To enable students with life-saving skills when swimming | **Life-Saving Skills**<br>i. Landing a casualty.<br>ii. Assessing life support skills.<br>iii. Demonstrate CPR (Cardio-Pulmonary Resuscitation).<br>iv. Recovery position.<br> | Demonstration of the various life-saving skills:<br>i. Landing a casualty.<br>ii. Assessing life support skills.<br>iii. Demonstrate CPR (Cardio-Pulmonary Resuscitation).<br>iv. Recovery position. | Video on Badminton Resource Personnel | Practical activities Assignment |