



MINISTRY OF EDUCATION

Technical & Vocational Training

Curriculum: Arts and Sciences



High School Physical Education

PAGING GUIDE 2022 -2023

Grades: 10-12

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Citation:

SHAPE America. (2013). *National Standards for K-12 Physical Education*. Reston, VA: Author.



GRADE 10

NOTE: Each Term will have three topics that can be rotated and included during the instructional process. Teachers will have the option of the third topic (Flex Topic) which can be taught at the beginning or the end of the term, depending on facilities and access to equipment. Afterward, teachers must conclude the lesson with a review and examination of the lesson unit to ensure maximum coverage of the curriculum topics (The duration of a unit lasts six-seven weeks).

| CHRISTMAS TERM 1: PHYSICAL FITNESS | | | | | |
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| GRADE: 10 | | | | | |
| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | Health, Fitness and Training (6.1) | <ul style="list-style-type: none"> Explain health as described by the World Health Organization | https://www.youtube.com/watch?v=aJI-JT_kBPs http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 2 | Fitness (6.2) | <ul style="list-style-type: none"> Define fitness and the relationship between health and fitness | https://www.youtube.com/watch?v=n1Dnyt6cPA4 http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 3 | DIET and ENERGY SOURCES - Macronutrients and Micronutrients - (Health, Fitness and Training 6.3) | <ul style="list-style-type: none"> Examine the functions of the three macronutrients in providing energy | https://www.youtube.com/watch?v=g99HsEihoggh http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation ICGSE guide Department |

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| 4 | Introduction to Health/Skill related components of fitness (6.4) | <ul style="list-style-type: none"> Identify the components to health and skill related fitness | https://www.youtube.com/watch?v=At7zmq6eEE http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 5 | FITNESS TESTING (Part 1/2) - Health-related components - (Health, Fitness and Training 6.5) | <ul style="list-style-type: none"> Identify the test used to assess the six health-related components of fitness | https://www.youtube.com/watch?v=J8INiMelfI http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 6 | FITNESS TESTING (Part 2/2) - Skill-related components - (Health, Fitness and Training 6.5) | <ul style="list-style-type: none"> Identify the test used to assess the four skill-related components of fitness | https://www.youtube.com/watch?v=JKOoal3Z17g http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |

| Exercise and Movement | | | | | |
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| WEEK | TOPIC/CONCEPTS | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 7 | AEROBIC and ANAEROBIC RESPIRATION - Anatomy and Physiology (Energy and Exercise Effects - 4.1) | <ul style="list-style-type: none"> Describe the processes involved in converting food into energy | https://www.youtube.com/watch?v=FzCLot_75Xg http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 8 | RECOVERY, OXYGEN DEBT and EPOC - Anatomy and Physiology (Energy and Exercise Effects - 4.2) | <ul style="list-style-type: none"> Explain the terms 'oxygen debt' and 'EPOC' | https://www.youtube.com/watch?v=9m4HaOwYd0 http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 9 | SHORT TERM EFFECTS OF EXERCISE - Anatomy and Physiology (Energy and Exercise Effects - 4.3) | <ul style="list-style-type: none"> Identify the immediate effects of exercise on the body | https://www.youtube.com/watch?v=GSEU7ITTL0 http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |

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| 10 | LONG TERM EFFECTS OF EXERCISE - Anatomy and Physiology (Energy and Effects of Exercise 4.4) | <ul style="list-style-type: none"> Identify what happens to the heart after training | https://www.youtube.com/watch?v=fWhz0dRoeyI http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 11 | Review | <ul style="list-style-type: none"> Apply the knowledge with the skills acquired throughout the term | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 12 | Final Exam | <ul style="list-style-type: none"> Apply the knowledge acquired from the skills and lesson taught | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |

VOLLEYBALL (Flex Topic)

| WEEK | TOPIC/CONCEPTS | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|-------------|--|--|---|-----------------|--|
| 1 | Theory (History National/ International, Game Rules) | <ul style="list-style-type: none"> Describe the theoretical aspect of volleyball. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | Forearm Pass (Bumping) | <ul style="list-style-type: none"> Show competency using the forearm to pass in volleyball. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | Over Head Passing (Setting/Flick) | <ul style="list-style-type: none"> Show competency of an overhead pass (setting, flick) from one person to another. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | Serving | <ul style="list-style-type: none"> Show hitting the ball over/underhand or jump serve across the net successfully to start a volleyball game. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 5 | Spiking/ 3-on-3 | <ul style="list-style-type: none"> Show in a mini game using the three hit method bump, set, and spike for continuous play. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation |

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| | | <ul style="list-style-type: none"> • Show a single hard strike of the volleyball to score. | | | <ul style="list-style-type: none"> • Department |
| 6 | Rotation (Defensive/ Offensive) | <ul style="list-style-type: none"> • Show seamlessly player movement in a clockwise motion after the offensive team error. • Display blocking or preventing the attacking (offensive) team from scoring in a game. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Review (Game) | <ul style="list-style-type: none"> • Revises game activity with the understanding of rules and penalties. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

EASTER TERM 2: BASKETBALL

GRADE: 10

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|-------------|--|--|---|-----------------|--|
| 1 | History (National /international) Rules/Theory | <ul style="list-style-type: none"> Describe the rules and terms associated with the sport of basketball. | http://www.curriculumbahamas.com/ | 50 minutes | Performance-Based Assessment <ul style="list-style-type: none"> Dress Participation Department |
| 2 | Dribbling | <ul style="list-style-type: none"> Display the skill of transitioning with the ball while avoiding an opponent. | http://www.curriculumbahamas.com/ | 50 minutes | Performance-Based Assessment <ul style="list-style-type: none"> Dress Participation Department |
| 3 | Passing and Catching | <ul style="list-style-type: none"> Display passing skills to a partner on the move. Identify four basic passes used in basketball. | http://www.curriculumbahamas.com/ | 50 minutes | Performance-Based Assessment <ul style="list-style-type: none"> Dress Participation Department |
| 4 | Shooting | <ul style="list-style-type: none"> Show simple shooting mechanics using the BEEF method. Identify four basic shots used in basketball. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |

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| 5 | Defense | <ul style="list-style-type: none"> • Combine techniques to prevent an opponent from passing or scoring. • Identify two basic defensive methods (Man-to-Man, Zone Defense) | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • |
| 6 | 3-on-3 (Small Sided Games) | <ul style="list-style-type: none"> • Combine all basketball skills taught to engage in basketball games. • Display the rules of the game | http://www.curriculumbahamas.com/ | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Games | <ul style="list-style-type: none"> • Combine all basketball skills taught to engage in a full court basketball game. • Know basic rules of the game. | http://www.curriculumbahamas.com/ | 50 Minutes | |

| TRACK and FIELD | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 8 | Standing Starts Sprinting | <ul style="list-style-type: none"> • Demonstrate proper techniques to start a race such as pushing off the back leg and using the arms to start a race. • Demonstrate running for speed over a short distance. | https://www.youtube.com/watch?v=13K8CIuUIXY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 9 | Middle Distance Running | <ul style="list-style-type: none"> • Demonstrate running using stamina and endurance. • Demonstrate running at the fastest pace. | https://www.youtube.com/watch?v=-5rMefWoYaY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • |
| 10 | Long Distance Running | <ul style="list-style-type: none"> • Demonstrate running to build up stamina and endurance over a long distance. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | | <ul style="list-style-type: none"> • |
| 11 | High Jump | <ul style="list-style-type: none"> • Demonstrate agility and strength to complete vertical jumps for the best height. | https://www.youtube.com/watch?v=N LufVXI7HOQ SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 12 | Long Jump | <ul style="list-style-type: none"> • Demonstrate agility, and strength to complete horizontal jumps for the best distance. | https://www.youtube.com/watch?v=RTTz6RXwDcE | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress |

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| | | | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | | <ul style="list-style-type: none"> • Participation • Department • |
| 13 | Throws | <ul style="list-style-type: none"> • Demonstrate the skills needed to complete throws for the best distance. | https://www.youtube.com/watch?v=OBHQZkAAJt4 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 14 | Relays | <ul style="list-style-type: none"> • Demonstrate running as a team and completing a baton exchange successfully. | https://www.youtube.com/watch?v=kYQ0AD5dUFg SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

GOLF (Flex Topic)

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|------|--|---|--|------------|---|
| 1.0 | 1.1 Playing the ball from Tee to Green. What is golf? | <ul style="list-style-type: none"> Explain the object of the game of golf and know parts of the golf course. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> Have a golf course drawing competition. Draw an outline of a golf course with the three types of holes. Explain the parts and how to play. Golf and scoring content provided by the BGF and FCGA Performance-Based Assessment Dress Participation Department |
| 1.2 | Scoring | <ul style="list-style-type: none"> Identify the scorecard and record accuracy the strokes. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> Watch a specific hole of golf on |

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| | | | | | <p>YouTube and be able to say the score of the player(s).</p> <ul style="list-style-type: none"> • Observe a local group of Golf and scoring content provided by the BGF and FCGA • Players and be able to record their scores. • Performance-Based Assessment • Dress • Participation • Department |
| 1.3 | Etiquette and Dress | <ul style="list-style-type: none"> • Demonstrate safety measures used in the game. • Categorize and know the general dress for male and female golfers. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Explain how to be safe when practicing and playing golf. • Choose a day to come to school dressed as a golfer. |

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| | | | | | <ul style="list-style-type: none"> • Role plays addressing some of the forms of golf etiquette. • Performance-Based Assessment • Dress • Participation • Deportment |
| 1.4 | Life Skills and Values Inherent in the Game | <ul style="list-style-type: none"> • Demonstrate the characteristics of: <ol style="list-style-type: none"> a. Honesty b. Integrity c. Respect d. Sportsmanship e. Courtesy f. Confidence g. Responsibility h. Perseverance i. Judgment j. To game play | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Core Value Class Wrap-up – At the end of each session, ask the students how they may have displayed the various core values • Performance-Based Assessment • Dress • Participation • Deportment |
| 1.5 | Rules and Scenarios | <ul style="list-style-type: none"> • Compare and contrast, Must Drop versus May Drop • State the rules in the rule book when it's needed. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Complete tests from the USGA website. |

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| | | | | | <ul style="list-style-type: none"> • Give a scenario, and have the student explain the rule. • USGA Website • USGA Rules Book • eBook or app for the R and A and the USGA • Performance-Based Assessment • Dress • Participation • Deportment |
| 1.6 | Terminology | <ul style="list-style-type: none"> • Define terms in the game • Alters movement across the course (Getting Up and Down) | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Golf Terms List provided by the BGF and FCGA • Students must explain different terms used. • Performance-Based Assessment • Dress |

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| | | | | | <ul style="list-style-type: none"> • Participation • Department |
| 2.0 | Equipment: Clubs in the Bag | <ul style="list-style-type: none"> • Identify the maximum number of clubs in the bag. • Justify the types of clubs used in various game situations. • Identify the parts of the club | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Have the student identify Clubs in the Bag • List provided by the BGF and FCGA • the parts and type of clubs • Performance-Based Assessment • Dress • Participation • Department |

SUMMER TERM III: BASEBALL/SOFTBALL

GRADE: 10

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|------|----------------------------------|---|---|------------|--|
| 1 | Theory/History /Rules | <ul style="list-style-type: none"> Describes the national and international history as well as the rules of the games. | https://www.youtube.com/watch?v=mCPCX0Lmx80 https://www.youtube.com/watch?v=dPh2D1T9iY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | Catching Thrown Balls | <ul style="list-style-type: none"> Demonstrate successfully catching a thrown ball. Display the proper techniques and coordination of throwing and catching a ball. | https://www.youtube.com/watch?v=uOwC9wmhd0Y SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | Catching Ground and Fly Balls | <ul style="list-style-type: none"> Display techniques catching a fly ball and ground balls. | https://www.youtube.com/watch?v=wM1rRfUL4g https://www.youtube.com/watch?v=QZ4lrNN5Pv8 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | Batting and Base running | <ul style="list-style-type: none"> Display the skills needed for good batting control to contact and hit pitched balls | https://www.youtube.com/watch?v=e4C2kLbkzZg | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress |

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| | | <ul style="list-style-type: none"> • Demonstrate the skills for base running, advancing and stealing bases. | https://www.youtube.com/watch?v=aWbFD3Fm-y4 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | | <ul style="list-style-type: none"> • Participation • Department |
| 5 | Pitching | <ul style="list-style-type: none"> • Display confidence and technique to pitch the balls to a batter with accuracy. | https://www.youtube.com/watch?v=RlpCI6FZmjI SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 6 | Games | <ul style="list-style-type: none"> • Combine all skills needed to engage in a softball/baseball game. | https://www.youtube.com/watch?v=6fDHbqh57aM | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| SOCCER | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 7 | Theory (History National/ International, rules) | <ul style="list-style-type: none"> Recall and explain some knowledge of the rules and terms associated with the sport of soccer. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 8 | Dribbling | <ul style="list-style-type: none"> Demonstrate ball control a slowly moving ball rolling toward and away from them, contacting the ball with the ball of the foot. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 9 | Passing | <ul style="list-style-type: none"> Demonstrate the proper technique to pass ball between partners/teammates while moving toward the ball in a game situation. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 10 | Shooting | <ul style="list-style-type: none"> Display tactical shooting with a teammate using offensive methods to score in a soccer game. Demonstrate different shots used in a game of soccer. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |

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| 11 | Heading/Trapping | <ul style="list-style-type: none"> • Display using various parts of the body to stop and control the soccer ball such as the head, chest, thighs, feet, etc. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 12 | Goal Keeping | <ul style="list-style-type: none"> • Display defensively preventing attacks at the goal from the offensive team in a game situation. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 13 | Inbounding and Penalties | <ul style="list-style-type: none"> • Display how to properly start a soccer game and resume play after the soccer ball has gone out of bounds or a penalty. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| WATER SAFETY/SWIMMING (Flex Topic) | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | The Importance of Water Safety | <ul style="list-style-type: none"> Demonstrate skills needed to navigate water safety. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | What does it mean to be water competent? | <ul style="list-style-type: none"> Identify skills step by step to show competency as you navigate through water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | The priority of water safety | <ul style="list-style-type: none"> Display water smart techniques. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | What to do in an emergency? | <ul style="list-style-type: none"> Display emergency skill for survival in the water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 5 | Swimming Skills | <ul style="list-style-type: none"> Display basic swim techniques to show competency in the water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation |

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| | | | | | <ul style="list-style-type: none"> • Department |
| 6 | Helping Others | <ul style="list-style-type: none"> • Display survival techniques to help others in an emergency. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Treading Water | <ul style="list-style-type: none"> • Display simple survival techniques to stay afloat in water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |



GRADE 11

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| CHRISTMAS TERM 1: PHYSICAL FITNESS | | | | | |
|---|--|---|--|-----------------|---|
| GRADE: 11 | | | | | |
| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | Health, Fitness and Training (6.1) | <ul style="list-style-type: none"> Describe physical, mental, and social well-being | https://www.youtube.com/watch?v=aJI-JT_kBPs http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 2 | Fitness (6.2) | <ul style="list-style-type: none"> Define fitness Explain the relationship between health and fitness | https://www.youtube.com/watch?v=n1Dnyt6cPA4 http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 3 | DIET and ENERGY SOURCES - Macronutrients and Micronutrients - (Health, Fitness & Training 6.3) | <ul style="list-style-type: none"> Identify which foods sources are of different nutrients | https://www.youtube.com/watch?v=g99HsEihoggh http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation ICGSE guide Department |

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| 4 | Introduction to Health/Skill related components of fitness (6.4) | <ul style="list-style-type: none"> • Identify the components to health and skill related fitness • Explain the links of these components to perform in sports and physical activity | https://www.youtube.com/watch?v=At7zmq6eEE http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |
| 5 | FITNESS TESTING (Part 1/2) - Health-related components - (Health, Fitness and Training 6.5) | <ul style="list-style-type: none"> • Identify the test used to assess the six health-related components of fitness • Describe the process involved in converting food into energy | https://www.youtube.com/watch?v=jS8INiMelfI http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |
| 6 | FITNESS TESTING (Part 2/2) - Skill-related components - (Health, Fitness and Training 6.5) | <ul style="list-style-type: none"> • Describe the protocol used to conduct each fitness test | https://www.youtube.com/watch?v=JKOoal3Z17g http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |

| Exercise and Movement | | | | | |
|-----------------------|--|--|--|------------|---|
| WEEK | TOPIC/CONCEPTS | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 7 | AEROBIC and ANAEROBIC RESPIRATION - Anatomy and Physiology (Energy and Exercise Effects - 4.1) | <ul style="list-style-type: none"> State the equations for both aerobic and anaerobic respiration | https://www.youtube.com/watch?v=FzCLOT_75Xg http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 8 | RECOVERY, OXYGEN DEBT and EPOC - Anatomy and Physiology (Energy and Exercise Effects - 4.2) | <ul style="list-style-type: none"> Explain how oxygen removes lactic acid from the acid | https://www.youtube.com/watch?v=9m4HaOwYd0o http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 9 | SHORT TERM EFFECTS OF EXERCISE - Anatomy and Physiology (Energy and Exercise Effects - 4.3) | <ul style="list-style-type: none"> Describe what happens to the body during exercise | https://www.youtube.com/watch?v=GSEU7ITTL0o http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |

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| 10 | LONG TERM EFFECTS OF EXERCISE - Anatomy and Physiology (Energy and Effects of Exercise 4.4) | <ul style="list-style-type: none"> Identify the effects that changes to the heart have on the body | https://www.youtube.com/watch?v=fWhz0dRoeyI http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 11 | Review | <ul style="list-style-type: none"> Revise the knowledge with the skills acquired throughout the term Display the skills and knowledge throughout the term | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 12 | Final Exam | <ul style="list-style-type: none"> Explain the knowledge and skills of lessons taught through the term. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |

| VOLLEYBALL (Flex Topic) | | | | | |
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| WEEK | TOPIC/CONCEPTS | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | Theory (History National/ International, Game Rules) | <ul style="list-style-type: none"> Identify theoretical aspect of the sport of volleyball especially games rules and the history of the game | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | Forearm Pass (Bumping) | <ul style="list-style-type: none"> Display the competency of using the forearm to pass volleyball to a teammate for spike or to continue a play. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | Over Head Passing (Setting, flicking) | <ul style="list-style-type: none"> Display competency of an overhead pass (setting, flick) to a teammate or to continue a play. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | Serving | <ul style="list-style-type: none"> Display hitting the ball over/underhand/ jump serve across the net successfully to start a volleyball game or to continue game play. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 5 | Spiking/ 3-on-3 | <ul style="list-style-type: none"> Display the three hit method bump, set, and spike in a game situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation |

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| | | <ul style="list-style-type: none"> • Display a single hard strike of the volleyball to score. | | | <ul style="list-style-type: none"> • Department |
| 6 | Rotation (Defensive/ Offensive) | <ul style="list-style-type: none"> • Display player movement in a clockwise motion after the offensive team error. • Display blocking or preventing the attacking (offensive) team from scoring in a game situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Review (Game) | <ul style="list-style-type: none"> • Revise all game activity with the understanding of rules and penalties. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

EASTER TERM 2: BASKETBALL

GRADE: 11

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|-------------|--|--|---|-----------------|--|
| 1 | History (National /international) Rules/Theory | <ul style="list-style-type: none"> • Identify and relate to the rules and terms associated with the sport of basketball. • Describe national and international history and events. | http://www.curriculumbahamas.com/ | 50 minutes | Performance-Based Assessment <ul style="list-style-type: none"> • Dress • Participation • Department |
| 2 | Dribbling | <ul style="list-style-type: none"> • Display advancing with the basketball while avoiding a defender. | http://www.curriculumbahamas.com/ | 50 minutes | Performance-Based Assessment <ul style="list-style-type: none"> • Dress • Participation • Department |
| 3 | Passing and Catching | <ul style="list-style-type: none"> • Display successfully passing to a teammate in a game situation. • Know at least six passes used in basketball. | http://www.curriculumbahamas.com/ | 50 minutes | Performance-Based Assessment <ul style="list-style-type: none"> • Dress • Participation • Department • |
| 4 | Shooting | <ul style="list-style-type: none"> • State the four basic shots used in basketball. • Display making the four basic shots in basketball. | http://www.curriculumbahamas.com/ | 50 minutes | Performance-Based Assessment <ul style="list-style-type: none"> • Dress • Participation • Department |

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| 5 | Defense | <ul style="list-style-type: none"> • Display a combination technique to prevent the opponent from passing or scoring. • Display a man-to-man defense • Display zone and whole court defensive methods. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 6 | 3-on-3 | <ul style="list-style-type: none"> • Combine all basketball skills taught to engage in basketball games. • State the rules used in the game through refereeing and statistician. | http://www.curriculumbahamas.com/ | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Games | <ul style="list-style-type: none"> • Display the whole court game with rules and regulations • Combine all basketball skills taught to engage in basketball games. • State the rules used in the game through refereeing and statistician. | http://www.curriculumbahamas.com/ | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| TRACK and FIELD | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 8 | Standing Starts Sprinting | <ul style="list-style-type: none"> • Display good habits for pushing off the back leg and using the arms to start a race. • Perform running for speed. | https://www.youtube.com/watch?v=13K8CIuUIXY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 9 | Middle Distance Running | <ul style="list-style-type: none"> • Apply stamina and endurance and running at the fastest pace. | https://www.youtube.com/watch?v=-5rMefWoYaY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • |
| 10 | Long Distance Running | <ul style="list-style-type: none"> • Demonstrate running to build up stamina and endurance over a long distance. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | | <ul style="list-style-type: none"> • |
| 11 | High Jump | <ul style="list-style-type: none"> • Demonstrate their ability to build up agility and strength to complete jumps. • Demonstrate a vertical jump for the best height. | https://www.youtube.com/watch?v=NlufVXI7HOQ SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 12 | Long Jump | <ul style="list-style-type: none"> • Apply the knowledge and skills to build up agility and strength to complete jumps. • Demonstrate a horizontal jump for the best distance. | https://www.youtube.com/watch?v=RTTz6RXwDcE SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation |

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| | | | | | <ul style="list-style-type: none"> • Department • |
| 13 | Throws | <ul style="list-style-type: none"> • Apply the skills needed to complete throws. • Demonstrate throwing for the best distance. | https://www.youtube.com/watch?v=OBHQZkAAJt4 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 14 | Relay | <ul style="list-style-type: none"> • Apply the skills needed to exchange the baton successfully. • Demonstrate running as a team to compete successfully. | https://www.youtube.com/watch?v=kYQ0AD5dUFg SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

GOLF (Flex Topic)

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|------|--|---|--|------------|---|
| 1.0 | 1.1 Playing the ball from Tee to Green. What is golf? | <ul style="list-style-type: none"> • Identify the object of the game of golf. • Locate the parts of the golf course. • Identify and apply how the course should be played based on the three types of holes. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Have a golf course drawing competition. Draw an outline of a golf course with the three types of holes. Explain the parts and how to play. • Golf and scoring content provided by the BGF and FCGA • Performance-Based Assessment • Dress • Participation • Deportment |
| 1.2 | Scoring | <ul style="list-style-type: none"> • Identify the scorecard. • Apply how to properly count the strokes and record them. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Watch a specific hole of golf on |

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| | | <ul style="list-style-type: none"> • Explain the term handicap. • Apply how to record your score for your handicap. • Categorize general tips for adding penalty shots | | | <p>YouTube and be able to say the score of the player(s).</p> <ul style="list-style-type: none"> • Observe a local group of Golf and scoring content provided by the BGF and FCGA • Players and be able to record their scores. • Performance-Based Assessment • Dress • Participation • Department |
| 1.3 | Etiquette and Dress | <ul style="list-style-type: none"> • Apply safety measures • Categorize the general dress for male and female golfers. • Demonstrate and apply the basic etiquette embedded in the game of golf. • Differentiate between the rules and etiquette of the game. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Explain how to be safe when practicing and playing golf. • Choose a day to come to school dressed as a golfer. |

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| | | | | | <ul style="list-style-type: none"> • Role plays addressing some of the forms of golf etiquette. • Performance-Based Assessment • Dress • Participation • Deportment |
| 1.4 | Life Skills and Values Inherent in the Game | <ul style="list-style-type: none"> • Apply the characteristics of: <ol style="list-style-type: none"> a. Honesty b. Integrity c. Respect d. Sportsmanship e. Courtesy f. Confidence g. Responsibility h. Perseverance i. Judgment j. To game play | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Core Value Class Wrap-up – At the end of each session, ask the students how they may have displayed the various core values • Performance-Based Assessment • Dress • Participation • Deportment |
| 1.5 | Rules and Scenarios | <ul style="list-style-type: none"> • Compare, Must Drop versus May Drop • Apply the rules in the rule book when it's needed. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Complete tests from the USGA website. |

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| | | | | | <ul style="list-style-type: none"> • Give a scenario, and have the student explain the rule. • USGA Website • USGA Rules Book • eBook or app for the R and A and the USGA • Performance-Based Assessment • Dress • Participation • Deportment |
| 1.6 | Terminology | <ul style="list-style-type: none"> • Differentiate terms in the game • Set up movement across the course (Getting Up and Down) | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Golf Terms List provided by the BGF and FCGA • Students must explain different terms used. • Performance-Based Assessment • Dress |

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| 2.0 | Equipment: Clubs in the Bag | <ul style="list-style-type: none"> • Select the maximum number of clubs in the bag • Justify the types of clubs • Identify the parts of the club | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Have the student identify Clubs in the Bag • List provided by the BGF and FCGA • the parts and type of clubs • Performance-Based Assessment • Dress • Participation • Department |

SUMMER TERM III: BASEBALL/SOFTBALL

GRADE: 11

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|-------------|--|---|---|-----------------|--|
| 1 | Gripping the ball, Over and underhand Toss | <ul style="list-style-type: none"> Engage in the proper techniques and coordination of the skill. | https://www.youtube.com/watch?v=mCPCX0Lmx80 https://www.youtube.com/watch?v=dpPh2D1T9iY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | Catching Thrown Balls | <ul style="list-style-type: none"> Display successfully catching a thrown ball. | https://www.youtube.com/watch?v=UOwC9wmhd0Y SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | Catching Ground and Fly Balls | <ul style="list-style-type: none"> Display the proper techniques in catching fly and ground balls. | https://www.youtube.com/watch?v=wMmR1rRfUL4g https://www.youtube.com/watch?v=QZ4lrNN5Pv8 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | Batting and Base running | <ul style="list-style-type: none"> Apply the skills needed for good batting control to contact and hit pitched balls | https://www.youtube.com/watch?v=e4C2kLbkzZg | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress |

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| | | <ul style="list-style-type: none"> • Display the skills for base running and advancing during softball games. | https://www.youtube.com/watch?v=awBfD3Fm-y4 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | | <ul style="list-style-type: none"> • Participation • Department |
| 5 | Pitching | <ul style="list-style-type: none"> • Apply the Skill and confidence and technique to pitch the balls to a batter with accuracy. | https://www.youtube.com/watch?v=RIpCI6FZmjI SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 6 | Games | <ul style="list-style-type: none"> • Combine all acquired skills needed to engage in a softball game. • Apply the rules and regulations of the game. • Display the knowledge of the game through umpiring, refereeing, and statistician. | https://www.youtube.com/watch?v=6fDHBqh57aM | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| SOCCER | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 7 | Theory (History National/ International, rules) | <ul style="list-style-type: none"> Recall and explain some knowledge of the rules and terms associated with the sport of soccer. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 8 | Dribbling | <ul style="list-style-type: none"> Display ball control while avoiding a defensive player | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 9 | Passing | <ul style="list-style-type: none"> Display a proper pass between partners/teammates moving toward the ball with a defender. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 10 | Shooting | <ul style="list-style-type: none"> Display various offensive methods to score in a soccer game against a defender. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 11 | Heading/Trapping | <ul style="list-style-type: none"> Display the use of various parts of the body to stop and control the soccer ball such as | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress |

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| | | the head, chest, thighs, feet, etc. | | | <ul style="list-style-type: none"> • Participation • Department |
| 12 | Goal Keeping | <ul style="list-style-type: none"> • Display defensively blocking attacks at the goal to prevent the offensive team from scoring. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 13 | Inbounding and Penalties | <ul style="list-style-type: none"> • Display proper start a soccer game and resume play after the soccer ball has gone out of bounds. • Identify the various penalties and game violations. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| WATER SAFETY/SWIMMING (Flex Topic) | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | The Importance of Water Safety | <ul style="list-style-type: none"> Record skills needed to navigate water safety. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | What does it mean to be water competent? | <ul style="list-style-type: none"> Display skills needed to navigate water safety. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | The priority of water safety | <ul style="list-style-type: none"> Display water smart techniques in the water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | What to do in an emergency? | <ul style="list-style-type: none"> Display knowledge of emergency skill for survival in the water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 5 | Swimming Skills | <ul style="list-style-type: none"> Display basic learns to swim techniques in the water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation |

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| | | | | | <ul style="list-style-type: none"> • Department |
| 6 | Helping Others | <ul style="list-style-type: none"> • Display survival strategies to help others in an emergency. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Treading Water | <ul style="list-style-type: none"> • Display simple survival techniques to stay afloat in water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |



GRADE 12

NOTE: Each Term will have three topics that can be rotated and included during the instructional process. Teachers will have the option of the third topic (Flex Topic) which can be taught at the beginning or the end of the term, depending on facilities and access to equipment. Afterward, teachers must conclude the lesson with a review and examination of the lesson unit to ensure maximum coverage of the curriculum topics (The duration of a unit lasts six-seven weeks).

| CHRISTMAS TERM 1: PHYSICAL FITNESS | | | | | |
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| GRADE: 12 | | | | | |
| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | Health, Fitness and Training (6.1) | <ul style="list-style-type: none"> Explain the benefits of working to improve aspects of well-being | https://www.youtube.com/watch?v=aJI-JT_kBPs http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 2 | Fitness (6.2) | <ul style="list-style-type: none"> State the definition of fitness. Explain the relationship between health and fitness and how these components are beneficial to the body. | https://www.youtube.com/watch?v=n1Dnyt6cPA4 http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 3 | DIET and ENERGY SOURCES - Macronutrients and Micronutrients - (Health, Fitness and Training 6.3) | <ul style="list-style-type: none"> Arranges and build a diet of food sources that provide energy for different physical and sporting activities. | https://www.youtube.com/watch?v=g99HsEihoggh http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation ICGSE guide Department |

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| 4 | Introduction to Health/Skill related components of fitness (6.4) | <ul style="list-style-type: none"> • Identify the components to health and skill related fitness • Combine the components to perform in sports and physical activity with the benefits of emotional and mental wellbeing. | https://www.youtube.com/watch?v=At7zmq6eEE http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |
| 5 | FITNESS TESTING (Part 1/2) - Health-related components - (Health, Fitness and Training 6.5) | <ul style="list-style-type: none"> • Identify the test used to assess the six health-related components of fitness • Design the process involved in converting food into energy to various body types and preferences. | https://www.youtube.com/watch?v=jS8INiMelfI http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |
| 6 | FITNESS TESTING (Part 2/2) - Skill-related components - (Health, Fitness and Training 6.5) | <ul style="list-style-type: none"> • Identify the test used to assess the four skill-related components of fitness • Identify the protocol used to conduct each fitness test • Create a chart of the various body types in a fitness test. | https://www.youtube.com/watch?v=JKOoal3Z17g http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |

| Exercise and Movement | | | | | |
|-----------------------|--|--|--|------------|---|
| WEEK | TOPIC/CONCEPTS | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 7 | AEROBIC and ANAEROBIC RESPIRATION - Anatomy and Physiology (Energy and Exercise Effects - 4.1) | <ul style="list-style-type: none"> Differentiate and know the types of respiration with various physical activities | https://www.youtube.com/watch?v=FzCLOT_75Xg http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 8 | RECOVERY, OXYGEN DEBT and EPOC - Anatomy and Physiology (Energy and Exercise Effects - 4.2) | <ul style="list-style-type: none"> Alter factors preventing recovery time in physical activity. | https://www.youtube.com/watch?v=9m4HaOwYd0o http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |
| 9 | SHORT TERM EFFECTS OF EXERCISE - Anatomy and Physiology (Energy and Exercise Effects - 4.3) | <ul style="list-style-type: none"> Explain and know the negative effects that impair performance in physical activity and exercise. | https://www.youtube.com/watch?v=GSEU7ITTL0o http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department ICGSE guide |

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| 10 | LONG TERM EFFECTS OF EXERCISE - Anatomy and Physiology (Energy and Effects of Exercise 4.4) | <ul style="list-style-type: none"> • Know how blood can tolerate lactic acid. • Know recovery time between activities. | https://www.youtube.com/watch?v=fWhz0dRoeyI http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |
| 11 | Review | <ul style="list-style-type: none"> • Revise the knowledge with the skills acquired throughout the term • Perform an exercise routine. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |
| 12 | Final Exam | <ul style="list-style-type: none"> • Display the knowledge acquired from the skills within the unit. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • ICGSE guide |

| VOLLEYBALL (Flex Topic) | | | | | |
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| WEEK | TOPIC/CONCEPTS | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | Theory (History National/ International, Game Rules) | <ul style="list-style-type: none"> Identify theoretical aspect of the sport of volleyball especially games rules and the history of the game | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | Forearm Pass | <ul style="list-style-type: none"> Perform with competency of using the forearm to pass volleyball to a teammate for a set or spike in a game situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | Over Head Passing (Setting) | <ul style="list-style-type: none"> Perform with competency of an overhead pass (setting, flick) to a teammate or to continue a play in a game situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | Serving | <ul style="list-style-type: none"> Display hitting the ball over/underhand/ jump serve across the net successfully to start a volleyball game or to continue game play. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 5 | Spiking/ 3-on-3 | <ul style="list-style-type: none"> Perform the three hit method bump, set, and spike in a game situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation |

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| | | <ul style="list-style-type: none"> • Perform a single hard strike of the volleyball to score in a game situation. | | | <ul style="list-style-type: none"> • Department |
| 6 | Rotation (Defensive/ Offensive) | <ul style="list-style-type: none"> • Perform player movement in a clockwise motion after the offensive team error. • Perform blocking or preventing the attacking (offensive) team from scoring in a game situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Review (Game) | <ul style="list-style-type: none"> • Revise all game activity with the understanding of rules and penalties. • Display skills in a regulated game. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

EASTER TERM 2: BASKETBALL

GRADE: 12

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
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| 1 | History (National /international) Rules/Theory | <ul style="list-style-type: none"> • Identify and relate to the rules and terms associated with the sport of basketball. • State national and international history and events. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 2 | Dribbling | <ul style="list-style-type: none"> • Perform advancing with the basketball while avoiding a defender to score in a game situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 3 | Passing and Catching | <ul style="list-style-type: none"> • Perform successfully passing (assist) to a teammate in a game situation to score. • Know various pass used in a basketball game. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department • |
| 4 | Shooting | <ul style="list-style-type: none"> • Identify various shots used in a basketball game. • Perform various shots with execution in a basketball game. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

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| 5 | Defense | <ul style="list-style-type: none"> • Display a combination technique to prevent the opponent from passing or scoring. • Perform a man-to-man defense in a game situation. • Perform a zone and whole court (Press) defensive methods. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 6 | 3-on-3 (Small-sided Games) | <ul style="list-style-type: none"> • Combine all basketball skills taught to engage in basketball games. • State the rules used in the game through refereeing and statistician. | http://www.curriculumbahamas.com/ | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Games | <ul style="list-style-type: none"> • Perform the whole court game with rules and regulations • Combine all basketball skills taught to engage in basketball games. • Identify the rules used in the game through refereeing and statistician. | http://www.curriculumbahamas.com/ | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| TRACK and FIELD | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 8 | Standing Starts Sprinting | <ul style="list-style-type: none"> Develop good habits for pushing off the back leg and using the arms to start a race. Demonstrate running for speed. | https://www.youtube.com/watch?v=13K8CIuUIXY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 9 | Middle Distance Running | <ul style="list-style-type: none"> Apply stamina and endurance and running at the fastest pace in competition. | https://www.youtube.com/watch?v=-5rMefWoYaY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 10 | Long Distance Running | <ul style="list-style-type: none"> Perform running to build up stamina and endurance over a long distance in a competition. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 11 | High Jump | <ul style="list-style-type: none"> Perform their agility and strength to complete jumps. Perform a vertical jump for the best height in competition. | https://www.youtube.com/watch?v=NLufVXI7HOQ SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 12 | Long Jump | <ul style="list-style-type: none"> Apply knowledge and skills to build up agility and strength to complete jumps. | https://www.youtube.com/watch?v=RTTz6RXwDcE | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment |

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| | | <ul style="list-style-type: none"> • Perform a horizontal jump for the best distance in competition. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | | <ul style="list-style-type: none"> • Dress • Participation • Department |
| 13 | Throws | <ul style="list-style-type: none"> • Apply the skills needed to complete throws. • Perform throwing for the best distance in competition. | https://www.youtube.com/watch?v=OBHQZkAAJt4 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 14 | Relay | <ul style="list-style-type: none"> • Apply the skills needed to exchange the baton successfully. • Perform running as a team to compete successfully in a competition. | https://www.youtube.com/watch?v=kYQ0AD5dUFg SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

GOLF (Flex Topic)

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|------|--|---|--|------------|---|
| 1.0 | 1.1 Playing the ball from Tee to Green. What is golf? | <ul style="list-style-type: none"> • Identify the object of the game of golf. • Locate the parts of the golf course. • Identify and apply how the course should be played based on the three types of holes. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Have a golf course drawing competition. Draw an outline of a golf course with the three types of holes. Explain the parts and how to play. • Golf and scoring content provided by the BGF and FCGA • Performance-Based Assessment • Dress • Participation • Department |
| 1.2 | Scoring | <ul style="list-style-type: none"> • Identify the scorecard. • Apply how to properly count the strokes and record them. • Explain the term handicap. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Watch a specific hole of golf on YouTube and |

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| | | <ul style="list-style-type: none"> • Apply how to record your score for your handicap. • Categorize general tips for adding penalty shots | | | <p>be able to say the score of the player(s).</p> <ul style="list-style-type: none"> • Observe a local group of Golf and scoring content provided by the BGF and FCGA • Players and be able to record their scores. • Performance-Based Assessment • Dress • Participation • Department |
| 1.3 | Etiquette and Dress | <ul style="list-style-type: none"> • Apply safety measures • Categorize the general dress for male and female golfers. • Demonstrate and apply the basic etiquette embedded in the game of golf. • Differentiate between the rules and etiquette of the game. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Explain how to be safe when practicing and playing golf. • Choose a day to come to school dressed as a golfer. • Role plays addressing some of the |

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| | | | | | <p>forms of golf etiquette.</p> <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 1.4 | Life Skills and Values Inherent in the Game | <ul style="list-style-type: none"> • Apply the characteristics of: <ol style="list-style-type: none"> a. Honesty b. Integrity c. Respect d. Sportsmanship e. Courtesy f. Confidence g. Responsibility h. Perseverance i. Judgment j. To game play | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Core Value Class Wrap-up – At the end of each session, ask the students how they may have displayed the various core values • Performance-Based Assessment • Dress • Participation • Department |
| 1.5 | Rules and Scenarios | <ul style="list-style-type: none"> • Compare, Must Drop versus May Drop • Apply the rules in the rule book when it's needed. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Complete tests from the USGA website. • Give a scenario, and have the student |

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| | | | | | <p>explain the rule.</p> <ul style="list-style-type: none"> • USGA Website • USGA Rules Book • eBook or app for the R&A and the USGA • Performance-Based Assessment • Dress • Participation • Department |
| 1.6 | Terminology | <ul style="list-style-type: none"> • Differentiate terms in the game • Set up movement across the course (Getting Up and Down) | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Golf Terms List provided by the BGF and FCGA • Students must explain different terms used. • Performance-Based Assessment • Dress • Participation • Department |
| 2.0 | Equipment: Clubs in the Bag | <ul style="list-style-type: none"> • Select the maximum number of clubs in the bag for competition. | www.fourteenclubs.org | 50 Minutes | <ul style="list-style-type: none"> • Have the student |

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| | | <ul style="list-style-type: none">• Justify the types of clubs• Identify the parts of the club | | | <p>identify Clubs in the Bag</p> <ul style="list-style-type: none">• List provided by the BGF and FC GA• the parts and type of clubs• Performance-Based Assessment• Dress• Participation• Department |
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SUMMER TERM III: BASEBALL/SOFTBALL

GRADE: 12

| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
|------|--------------------------------------|---|---|------------|--|
| 1 | Theory/History/Rules and Regulations | <ul style="list-style-type: none"> Identify the national and international history as well as the rules of the games. | https://www.youtube.com/watch?v=mCPCX0Lmx80 https://www.youtube.com/watch?v=dpPh2D1T9iY SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | Catching Thrown Balls | <ul style="list-style-type: none"> Display gripping and successfully catching a thrown ball. Perform the techniques of successfully catching a thrown ball in a game situation. | https://www.youtube.com/watch?v=UOwC9wmhd0Y SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | Catching Ground and Fly Balls | <ul style="list-style-type: none"> Show techniques of catching a fly ball and ground balls in a game situation. | https://www.youtube.com/watch?v=wmR1rRfUL4g https://www.youtube.com/watch?v=QZ4lrNN5Pv8 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | Batting and Base running | <ul style="list-style-type: none"> Display good batting control to contact and hit pitched balls in a game situation. | https://www.youtube.com/watch?v=e4C2kLbkzZg | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation |

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| | | <ul style="list-style-type: none"> • Demonstrate the skills for base running, advancing and stealing bases. | https://www.youtube.com/watch?v=awBfD3Fm-y4 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | | <ul style="list-style-type: none"> • Department |
| 5 | Pitching | <ul style="list-style-type: none"> • Perform with confidence the techniques to pitch the balls to a batter with accuracy in the game situation. • Display the ability to strike out a batter. • | https://www.youtube.com/watch?v=RIpCI6FZmjI SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 6 | Games | <ul style="list-style-type: none"> • Combine all acquired skills needed to engage in a softball game. • State the rules and regulations of the game. • Display knowledge of the game through umpiring, refereeing, and statistician. | https://www.youtube.com/watch?v=6fDHbqh57aM | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| SOCCER | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 7 | Theory (History National/ International, rules) | <ul style="list-style-type: none"> Recall and explain some knowledge of the rules and terms associated with the sport of soccer. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 8 | Dribbling | <ul style="list-style-type: none"> Perform ball control while avoiding a defensive player | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 9 | Passing | <ul style="list-style-type: none"> Perform a proper pass between partners/teammates moving toward the ball with a defender in a game. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 10 | Shooting | <ul style="list-style-type: none"> Perform various offensive methods to score in a soccer game against a defender. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 11 | Heading/Trapping | <ul style="list-style-type: none"> Perform the use of various parts of the body to stop and control the soccer ball | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation |

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| | | such as the head, chest, thighs, feet, etc. | | | <ul style="list-style-type: none"> • Department |
| 12 | Goal Keeping | <ul style="list-style-type: none"> • Perform defensively blocking attacks at the goal to prevent the offensive team from scoring in a game situation. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 13 | Inbounding and Penalties | <ul style="list-style-type: none"> • Perform proper start a soccer game and resume play after the soccer ball has gone out of bound. • Know the various penalties and game violations. | SUBJECTS - Curriculum and Instruction (curriculumbahamas.com) | 50 Minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |

| WATER SAFETY/SWIMMING (Flex Topic) | | | | | |
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| WEEK | TOPIC/CONCEPT | OBJECTIVE(S) | CURRICULUM LINK | DURATION | ASSESSMENT |
| 1 | The Importance of Water Safety | <ul style="list-style-type: none"> Record skills needed to navigate water safety. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 2 | What does it mean to be water competent? | <ul style="list-style-type: none"> Perform the skills needed to navigate water safety. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 3 | The priority of water safety | <ul style="list-style-type: none"> Perform water smart techniques in the water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 4 | What to do in an emergency? | <ul style="list-style-type: none"> Perform emergency skills for survival skills in water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |
| 5 | Swimming Skills | <ul style="list-style-type: none"> Perform learn to swim techniques in the water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> Performance-Based Assessment Dress Participation Department |

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| 6 | Helping Others | <ul style="list-style-type: none"> • Perform survival techniques to help others in an emergency situation. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |
| 7 | Treading Water | <ul style="list-style-type: none"> • Perform simple survival techniques to stay afloat in water. | http://www.curriculumbahamas.com/ | 50 minutes | <ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department |