

MINISTRY OF EDUCATION Technical & Vocational Training

Curriculum: Sciences



High School Physical Education

PAGING GUIDE 2023 -2024

Grades: 10-12

MINISTRY OF EDUCATION

VISION

Our vision is for a Bahamian education system that will foster academic excellence and equip students with multiple literacy that will enable them to make meaningful contributions as nation builders who are globally competitive.

MISSION STATEMENT

The mission of the Department and Ministry of Education is to provide all persons in The Bahamas an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes, and skills required for life, both in a democratic society guided by Christian values and in an inter-dependent changing world.

PHILOSOPHY

Education in the Commonwealth of The Bahamas is the principal vehicle for promoting the development of individuals and the nation. It is essential to enhance the quality of life of our people. It reflects our nation's ideals, values, beliefs, and customs. It affirms that all human beings have an undeniable right to an education, one that will enable them to understand their privileges and responsibilities in the community. Its specific focus is to prepare the youth to become active citizens, caring and compassionate people, and life-long learners who will continue to improve the quality of life for themselves and others.



GRADES 10-12

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					
WEEK	TOPIC/CONCEPT	OBJECTIVE(S) <i>At the end of this lesson students will be able to:</i>	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 Describe physical, mental, and social well-being 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"> 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 & ENERGY SOURCES - Macronutrients & Micronutrients -	<ul style="list-style-type: none"> Examine the functions of the three macronutrients in providing energy 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

	(Health, Fitness & Training 6.3)	<ul style="list-style-type: none"> Explain how food sources provide energy for different physical activities 			<ul style="list-style-type: none"> ICGSE guide Department
4	Introduction to Health/Skill related components of fitness (6.4)	<ul style="list-style-type: none"> Recognize 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 & 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 & Training 6.5)	<ul style="list-style-type: none"> Identify the test used to assess the four skill-related components of fitness Describe the protocol used to conduct each fitness test Outline the main reasons for carrying out 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
------	----------------	--------------	-----------------	----------	------------

		<i>At the end of this lesson students will be able to:</i>			
7	AEROBIC & ANAEROBIC RESPIRATION - Anatomy and Physiology (Energy & Exercise Effects - 4.1)	<ul style="list-style-type: none"> Describe the processes involved in converting food into energy State the equations for both aerobic and anaerobic respiration Differentiate 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 & EPOC - Anatomy and Physiology (Energy & Exercise Effects - 4.2)	<ul style="list-style-type: none"> Explain the terms 'oxygen debt' and 'EPOC' Explain how oxygen removes lactic acid from the acid Outline the factors affecting recovery time 	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 & Exercise Effects - 4.3)	<ul style="list-style-type: none"> Identify the immediate effects of exercise on the body Describe what happens to the body during exercise Explains the negative effects that impair performance 	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
10	LONG TERM EFFECTS OF EXERCISE -	<ul style="list-style-type: none"> Identify what happens to the heart after training 	https://www.youtube.com/watch?v=fWhz0dRoeyI	50 minutes	<ul style="list-style-type: none"> Performance-Based Assessment

	Anatomy and Physiology (Energy & Effects of Exercise 4.4)	<ul style="list-style-type: none"> Identify the effects that changes to the heart have on the body Indicate how blood can tolerate lactic acid 	http://www.curriculumbahamas.com/		<ul style="list-style-type: none"> Dress Participation Department ICGSE guide
11	Review	<ul style="list-style-type: none"> Apply the knowledge with the skills acquired throughout the term Practice 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"> Apply the knowledge acquired from the skills and lesson taught Adapt to skills learned 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)

WEEK	TOPIC/CONCEPTS	OBJECTIVE(S) <i>At the end of this lesson students will be able to:</i>	CURRICULUM LINK	DURATION	ASSESSMENT
8	Theory (History National/ International, Game Rules)	<ul style="list-style-type: none"> Engage in 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

9	Forearm Pass	<ul style="list-style-type: none"> • Demonstrate competency of using the forearm to pass volleyball. the underhand serve and the overhead pass (flick) 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department
10	Over Head Passing (Setting)	<ul style="list-style-type: none"> • Demonstrate the competency of an overhead pass (setting, flick) from one 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department
11	Serving	<ul style="list-style-type: none"> • Demonstrate hitting the ball over/underhand or jump serve the volleyball 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
12	Spiking/ 3-on-3	<ul style="list-style-type: none"> • Demonstrate a mini game using the three hit method bump, set, and spike. • Demonstrate a single hard strike of the volleyball to score. 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department
13	Rotation (Defensive/ Offensive)	<ul style="list-style-type: none"> • Demonstration player movement in a clockwise motion after the offensive team error. • Demonstrate blocking or preventing the attacking 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department

		(offensive) team from scoring in a game.			
11	Review (Game)	<ul style="list-style-type: none"> Demonstrate 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

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINK	DURATION	ASSESSMENT
		<i>At the end of this lesson students will be able to:</i>			
1	History (National /international) Rules/Theory	<ul style="list-style-type: none"> Recall and explain some knowledge of 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"> Demonstrate the skill of dribbling and transitioning with the ball. 	http://www.curriculumbahamas.com/	50 minutes	Performance-Based Assessment <ul style="list-style-type: none"> Dress

					<ul style="list-style-type: none"> • Participation • Department
3	Passing and Catching	<ul style="list-style-type: none"> • Demonstrate and identify passing skills and how to receive a thrown ball. 	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"> • Demonstrate and identify shots used in basketball. 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department •
5	Defense	<ul style="list-style-type: none"> • Demonstrate combination techniques to prevent the opponent from passing or scoring. 	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. 	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 basketball games. 	http://www.curriculumbahamas.com/	50 Minutes	
TRACK and FIELD					
WEEK	TOPIC/CONCEPT	OBJECTIVE(S) <i>At the end of this lesson students will be able to:</i>	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. 	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=N LufVXI7HOQ SUBJECTS - Curriculum and Instruction (curriculumbahamas.com)	50 Minutes	<ul style="list-style-type: none"> Performance-Based Assessment Dress Participation

					<ul style="list-style-type: none"> • Department
12	Long Jump	<ul style="list-style-type: none"> • Acquire 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=RTz6RXwDcE SUBJECTS - Curriculum and Instruction (curriculumbahamas.com)	50 Minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department •
13	Throws	<ul style="list-style-type: none"> • Acquire 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"> • Acquire 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
		<i>At the end of this lesson students will be able to:</i>			
1. 0	1.1 Playing the ball from Tee to Green.	<ul style="list-style-type: none"> • Identify the object of the game of golf. • Locate the parts of the golf course. 	www.fourteenclubs.org	50 Minutes	<ul style="list-style-type: none"> • Have a golf course drawing competition.

	What is golf?	<ul style="list-style-type: none"> Identify and apply how the course should be played based on the three types of holes. 			<p>Draw an outline of a golf course with the three types of holes. Explain the parts and how to play.</p> <ul style="list-style-type: none"> Golf and scoring content provided by the BGF & FCGA Performance-Based Assessment Dress Participation Department
1.2	Scoring	<ul style="list-style-type: none"> Explain the scorecard. Apply how to properly count the strokes and record them. Explain the term handicap. Apply how to record your score for your handicap. Categorize general tips for adding penalty shots 	www.fourteenclubs.org	50 Minutes	<ul style="list-style-type: none"> Watch a specific hole of golf on YouTube and be able to say the score of the player(s). Observe a local group of Golf and scoring content

					provided by the BGF & FCGA <ul style="list-style-type: none"> • Players and be able to record their scores. • Performance-Based Assessment • Dress • Participation • Department
1.3	Etiquette & 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 forms of golf etiquette. • Performance-Based Assessment • Dress

					<ul style="list-style-type: none"> • Participation • Department
1.4	Life Skills and Values Inherent in the Game	<ul style="list-style-type: none"> • Apply the characteristics of: • Honesty • Integrity • Respect • Sportsmanship • Courtesy • Confidence • Responsibility • Perseverance • Judgment <p>To game play</p>	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 & 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 explain the rule. • USGA Website • USGA Rules Book

					<ul style="list-style-type: none"> • 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 & 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 • Justify the types of clubs • Recognize 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 & FCGA <ul style="list-style-type: none"> • the parts and type of clubs • Performance-Based Assessment • Dress • Participation • Department
--	--	--	--	--	--

SUMMER TERM III: BASEBALL/SOFTBALL

WEEK	TOPIC/CONCEPT	OBJECTIVE(S) <i>At the end of this lesson students will be able to:</i>	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=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. 	https://www.youtube.com/watch?v=UOwC9wmhd0Y	50 Minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress

			SUBJECTS - Curriculum and Instruction (curriculumbahamas.com)		<ul style="list-style-type: none"> • Participation • Department
3	Catching Ground and Fly Balls	<ul style="list-style-type: none"> • Demonstrate the proper techniques in catching fly and ground balls. 	https://www.youtube.com/watch?v=wMRLrRfUL4g 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 • Demonstrate the skills for base running • Develop the knowledge of when to advance during softball games. 	https://www.youtube.com/watch?v=e4C2kLbkzZg https://www.youtube.com/watch?v=aWbFd3Fm-y4 SUBJECTS - Curriculum and Instruction (curriculumbahamas.com)	50 Minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • 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=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 acquired skills needed to engage in a softball game. 	https://www.youtube.com/watch?v=6fDHbqh57aM	50 Minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department

SOCCER					
WEEK	TOPIC/CONCEPT	OBJECTIVE(S) <i>At the end of this lesson students will be able to:</i>	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 moving toward the ball. 	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"> Demonstrate various offensive methods to score in a soccer game. 	SUBJECTS - Curriculum and Instruction (curriculumbahamas.com)	50 Minutes	<ul style="list-style-type: none"> Performance-Based Assessment Dress Participation

11	Heading/Trapping	<ul style="list-style-type: none"> Demonstrate 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"> Department Performance-Based Assessment Dress Participation Department
12	Goal Keeping	<ul style="list-style-type: none"> Demonstrate 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/Penalties	<ul style="list-style-type: none"> Demonstrate how to properly start a soccer game and resume play after the soccer ball has gone out of bounds. 	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)

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINK	DURATION	ASSESSMENT
		<i>At the end of this lesson students will be able to:</i>			
I	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

II	What does it mean to be water competent?	<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
III	The priority of water safety	<ul style="list-style-type: none"> • Demonstrate water smart techniques 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department
IV	What to do in an emergency?	<ul style="list-style-type: none"> • Demonstrate emergency skill for survival skills in water. 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department
V	Swimming Skills	<ul style="list-style-type: none"> • Demonstrate learn to swim technique • Demonstrate basic swim techniques 	http://www.curriculumbahamas.com/	50 minutes	<ul style="list-style-type: none"> • Performance-Based Assessment • Dress • Participation • Department
VI	Helping Others	<ul style="list-style-type: none"> • Demonstrate 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

VII	Treading Water	<ul style="list-style-type: none">• Demonstrate 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
-----	----------------	---	---	------------	---