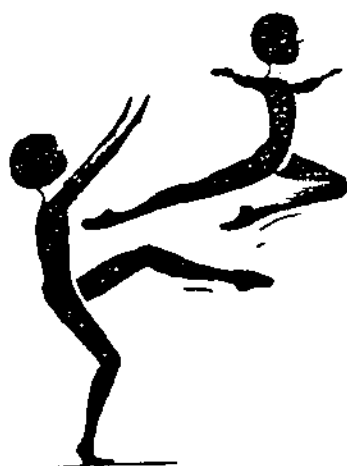


**GOVERNMENT OF JAMAICA/WORLD BANK
REFORM OF SECONDARY EDUCATION
(R.O.S.E.)**

***CURRICULUM GUIDES
GRADES 7-9***

PHYSICAL EDUCATION/DANCE



*Ministry of Education & Culture
Kingston, Jamaica
October, 2000*

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STATEMENT FROM THE MINISTER OF EDUCATION AND CULTURE

For some time now, there have been three major concerns about secondary education in all schools. These concerns are – the quality of the programmes offered, access to these programmes and the inequities in the system. Consequently, the government made the decision to embark on the Reform of Secondary Education (ROSE) in order to address these issues. At the centre of the reform is the development of a common curriculum and its implementation in all institutions offering grade 7-9 programmes.

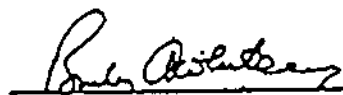
It will not be easy to provide a uniform, high quality programme. There are some schools in which the transition will not be difficult, but these are in the minority. The greatest challenge we face is in the All Age schools where the largest group with the fewest opportunities is to be found.

It is important to remember that the new Junior High programme does not mean a new school building. Some buildings will be needed, and quite a bit of renovation in many schools, but the real change is in the curriculum to which the students will be exposed and in the examinations they will write.

The Ministry of Education and Culture will try to provide greater equity of support to each school, but support by the community with words, work, materials and funds will be greatly appreciated as a major contribution to the national effort. It is accepted that the Ministry cannot be the sole provider, totally responsible for the operations of schools.

The School Board for each school is expected to play a major role when a Junior High programme is started. The active involvement of the Board will hasten the implementation of the Junior High programme in a school. Each school must meet the requirements of the new programme – teachers trained to deliver the curriculum, necessary buildings and equipment and supplies. The Ministry of Education and Culture wishes to enlist the support of the Private Sector and other members of the local community, in the provision of some of these requirements, so that the triple goals of quality, access and equity in education can become a reality.

I urge all of you who are concerned with the education of our young people to help in this secondary reform programme.



Hon. Burchell Whiteman
Minister of Education Youth and Culture

STATEMENT FROM THE PERMANENT SECRETARY

During the four-year preparation period for the Reform of Secondary Education, a national curriculum was developed and piloted (in 1991) in four All Age schools. This piloting was extended in 1992 to an additional seven institutions, which included All Age, Secondary and High schools. In 1993, fourteen All Age and ten Secondary schools were selected to join the programme. An additional ten schools were taken on board on a voluntary basis. Because of the comprehensive nature of the reform, it is phased over approximately fifteen years.

During the five years which constituted the first phase of the ROSE programme, (1993-1998) the Ministry selected fifty All Age schools and twenty-two Secondary schools for entry into the Junior High programme. By the end of this five-year period, a study on the Senior High School system was conducted, and the findings and recommendations are being used to inform the Ministry on the directions to take in respect of this level of the reform programme.

To complement the Ministry's efforts during the first phase, scope was provided for schools to request the programme before the Ministry's planned implementation date. Principals and teachers from schools which made this request were given training and provided with curriculum and teachers' guides.

The training of Education Officers, Principals and Teachers is a major focus of the Junior High programme. Through a joint Ministry of Education and Culture/Joint Board of Teacher Education programme, intensive in-service training was conducted for the Principal and for teachers of grades 7-9 in each selected school. Training will continue to take place as the Ministry prepares to introduce the documents to all schools with Grades 7-9, for the 2000-2001 academic year. The Education Officer has a key role to play in communicating the Ministry's reform policy locally, and in supervising the implementation of the Junior High Programme.

The Ministry of Education and Culture looks forward to the support of the Private Sector, Board Members, Principals, Teachers and Education Officers who are central to the success of the Reform of Secondary Education.

Together, we can make it happen!



Mrs. Marguerite Bowie
Permanent Secretary

STATEMENT FROM THE CHIEF EDUCATION OFFICER

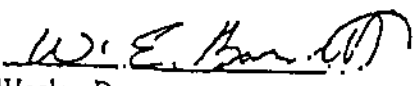
Proposals for the reform of secondary education have been on the agenda for the past several years. Regrettably, during this period, there has been a fall in education quality exemplified by over-all declining performances of secondary school students in internal and external examinations. A decrease in the allocation and use of instructional materials and equipment and a downward trend in the retention and supply of adequately and appropriately qualified teachers have also characterised the period. Not the least, have been growing discrepancies in the allocation of resources to the different types of schools. These circumstances have given rise to a multipartite system of secondary education which has tended to be inefficient and ineffective in a large measure.

Happily, the time for action to reverse the negative trends has arrived. In the school year 1993/94 a bold attempt was made through the Reform of Secondary Education Project to unify secondary education and to make it more relevant, effective and efficient. A Junior High School programme, which has as its cornerstone a good quality core curriculum, has been installed at Grades 7-9 of all secondary level school types over a period of fifteen to twenty years. The major thrust of the project is to increase access and equity, and to improve quality in terms of the teaching / learning environment which will further result in higher student gain in cognitive knowledge, skills and values. Undoubtedly, a strong commitment is required of students, teachers, parents, education officers, school boards and communities to work cooperatively and diligently to improve educational quality to each school with the installation of the Junior High School programme.

It may be well to point out here that quality, and access to it, begins at the unit of the classroom. Here, students and teachers seek to interact constructively with instructional material and equipment. A culture of cooperative learning and excellence in achievement is defined and developed. A curiosity and questioning of the what, why and how of everything of significance become characteristic of the classroom environment; and the place of reading, information sharing and discussion assumes prominence. Each student is guided to realize his/her full potential and is prepared for the next stage of education.

I urge everyone, particularly school boards, principals and teachers to commit themselves to action to make this long awaited project a signal of success. Indeed, the project promises, and the students need a good quality secondary education. Our country, too, requires urgently a sound secondary education system. It seems to me, that it is in our power to contribute decisively to these needs and requirements.

I summon all to action.


Wesley Barren
Chief Education Officer

STATEMENT FROM THE CURRICULUM DEVELOPERS

The curriculum and teachers' guides which set out the new curriculum for students in Grades 7-9, have been prepared by the Ministry of Education and Culture as the principal documents to guide and ensure the delivery of quality education to all secondary school students in Jamaica. This curriculum is known as the Common Curriculum, since it will eventually be implemented in all types of secondary institutions. The guides represent the national requirements in the subjects of Career Education, Language Arts, Mathematics, Resource & Technology, Science and Social Studies, Visual Arts, Drama, Guidance, Music, Religious Education, Physical Education/Dance and Spanish.

The introduction of Career Education as part of the Guidance and Counselling programme offering, will increase students' understanding of their career options. It will also make demands on teachers and administrators, as it is to be infused into the other subjects to be taught.

Resource and Technology is a composite subject derived from the traditional Technical and Vocational offerings. The subject emphasizes the application of scientific knowledge and principles to the solution of practical problems. This course will lay a foundation for technical education and training at the upper secondary level.

Some innovations in this national lower secondary curriculum are: "Language across the curriculum", "Mathematics for the real world", a greater emphasis on subject integration and recognition of the Aesthetics as subjects in their own right, as well as vehicles for curriculum delivery. These innovations require teachers to adopt methodologies such as co-operative learning, multilevel teaching and use of the Drama modes. Common planning time for teachers is an essential feature of the programme.

Teachers should avail themselves of all the help and suggestions made in the teachers' guides, to enable them to master the changes in methodology. The trend in all subjects is towards a more student-centered, less teacher-dominated approach, and it is expected that both teachers and students will benefit from this change. Finally, it is hoped that teachers, students and planners will, through trial and exploration, work out the most successful ways of tapping the energies and releasing the creativity of all our young people.

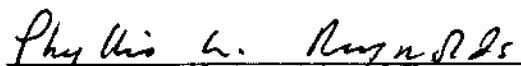
With very best wishes,



*Miss Isoline Reid, ACEO, Core Curriculum Unit
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Dr. Deloris Brissett, ACEO, Guidance & Counselling Unit

OVERALL AIMS FOR THE WHOLE CURRICULUM

Background

In Jamaica's Five Year Independence Plan (1963-68) the Government's aim for education was expressed as follows:

The Government affirms its belief in education not only for its inestimable social value in enabling every individual, for his own sake, to develop his personality and his talents to the fullest extent, but equally that each individual might be enabled to make a maximum contribution to society in every respect.¹

This aim was translated into policy in the 1966 New Deal for Education. Among its goals was that of:

Gearing the education of children in the age group 12-15 so that a greater percentage of pupils would be able to continue formal education – academic, vocational or technical – and benefit from that education, while those who do not will be better able to service Jamaica's manpower needs.²

The Junior Secondary Schools built under this programme were to provide:

1. Opportunities for all pupils to progress according to attainment, aptitude and ability.
2. A wide range of subjects which will stress the basics while exposing all pupils to a variety of practical areas. It is felt that it is essential that each pupil by the age of 15 should have a good groundwork in the use of English as a communication skill and be able to do the calculations necessary to hold his or her own in everyday life. The practical subjects are thought to be necessary as a part of physical development and to give young people an appreciation for the use of tools and to help overcome the phobia which many people have for activities which involve the use of the hands.³
3. Opportunities for the proper development of those children who will go on to the secondary cycle of secondary education while providing opportunities for pre-vocational education for those who will not continue formal education but who will expect to be acceptable to employers for employment and training.

¹ Five Year Independence Plan 1963-68: a long term development plan for Jamaica, Chapter 17 – Ministry of Education and Culture

² Idem.

³ Idem.

In 1983, a UNESCO team reported on the status of secondary education in Jamaica and identified major issues to be resolved. The team recommended a restructuring and rationalization of secondary education, centered on the provision of a common core curriculum for all students in Grades 7-9. Virtually all students in Grades 7-9 would have access to the same programme. The standard national curriculum would guarantee:

the appropriate uniform level of knowledge in subjects such as language arts, in mathematics and science. There would be an introduction to practical work and industrial arts.⁴

Aims

Education Programme Preparation Project (World Bank IV) (1989-92)

The study, *The Reform of Secondary Education* which informs the curriculum development component of this project, defines a common curriculum as follows:⁵

A common curriculum is a plan of learning for all children in terms of content, goals and learning experiences; but it must allow for students of different levels of readiness to learn differently and at different rates. In effect, a common curriculum provides all children with the same basic subject matter, but it allows for children with different levels of readiness and ability to proceed at different rates of learning.

The Study justifies provision of a common curriculum for Grades 7-9.

Four specific objectives are: to achieve greater equity in the secondary school system to Grade 9, to improve the quality of learning, and to enhance individual productivity, and to provide access to secondary education up to Grade 9, for more students.

EQUITY: The most serious flaw in Jamaican secondary education is lack of equity. Children have unequal access to opportunities for learning. Some schools are more effective than others, partly because of the different resources and the use of those resources to provide quality education.

The provision of a common curriculum – along with supporting implementation measures – is recommended as one of the most likely methods of achieving equity in basic educational opportunities.

⁴ Ibid.

⁵ *The Reform of Secondary Education* (2 vols.) World Bank/MOE & C, Jamaica, 1990, Chapter 3.

QUALITY: Providing equal access to education is one thing; providing equal access to quality education is another. There is a serious need for a general improvement in teaching. By the end of Grade 9, adolescents need to have the basics of quality education: literacy, numeracy and enough related knowledge, skills and attitudes to cope with their environment. The objectives of the common curriculum should help to realize these goals.

PRODUCTIVITY: The third objective of a common curriculum is to enable Jamaican students to be productive citizens, whether they continue their academic education, enter technical or vocational training, or enter the world of work. Every child needs a minimum set of cognitive competencies to be productive; and when the majority of students acquire them they will be trainable in the more complex job skills required in today's workforce. A basic education of nine years is essential if the majority of Jamaicans are to assume professional, skilled or semi-skilled positions, and if they are to have the capacity to acquire more education or training.

Assess: The aim is to increase the number of students accessing secondary education at Grades 10-11 and consequently tertiary education, in order to meet the needs of our nation.

The New Curriculum

The curriculum development component of the World Bank IV Project represents the first step in the development of such a common curriculum for students in the first cycle of secondary education (Grades 7-9). This common curriculum is one way in which the Reform of Secondary Education is improving quality, equity, access and productivity.

The new curriculum will provide students with opportunities to experience a broad programme as a foundation for life, for further education and for employment. In the short-term it will:

- build on the knowledge, skills and attitudes acquired in primary school
- include a balance of academic and prevocational studies
- include a programme of remediation in literacy and numeracy
- lay the foundation for further study and for employment
- increase students' opportunities for enrichment and fulfillment
- enhance students' abilities to make choices that affect the quality and direction of their lives.

Features of the New Curriculum

The new curriculum is designed to be:

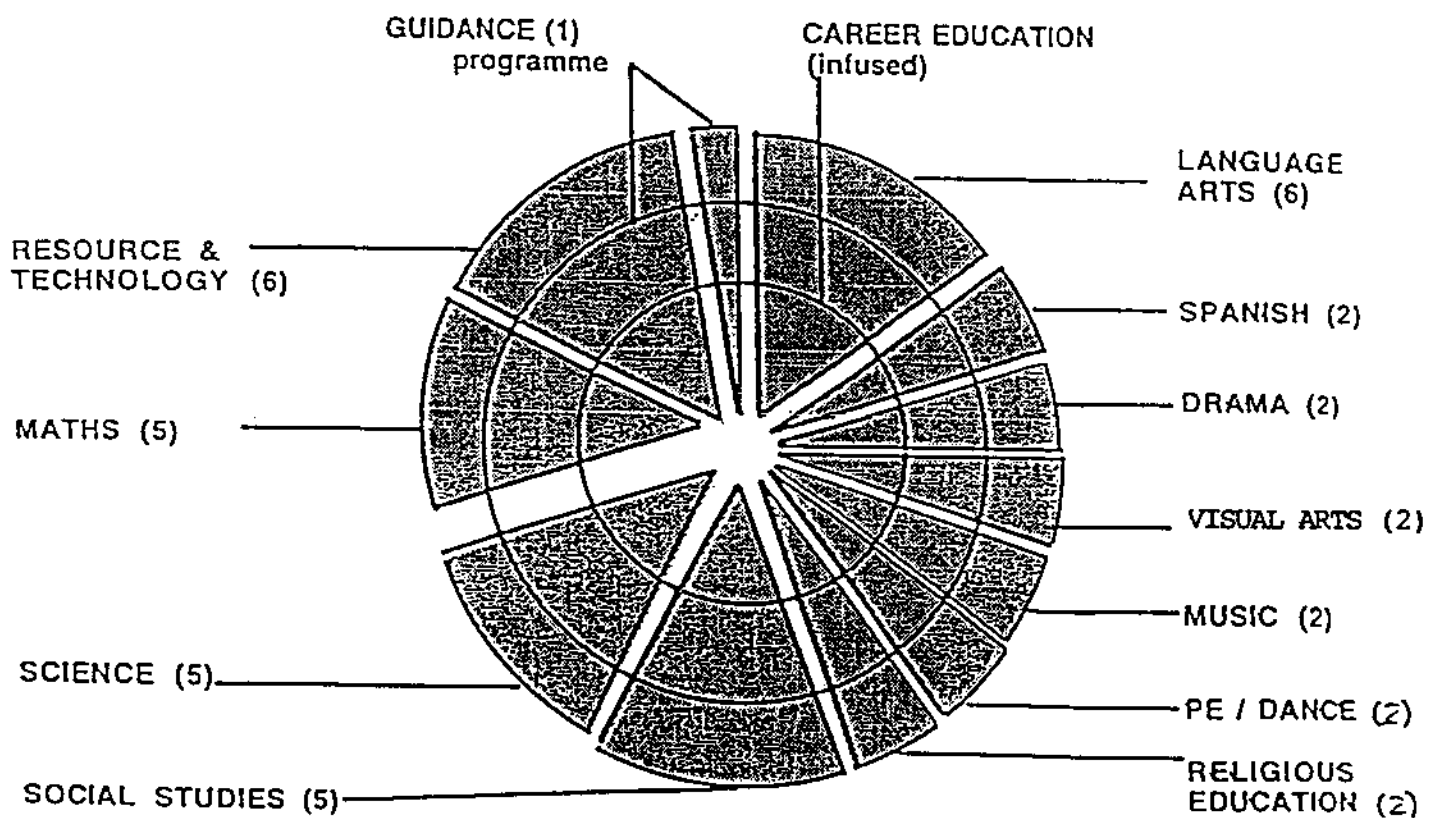
- **Responsive:** developed in response to national goals and student needs, by teams of teachers, education officers and specialists (Jamaican and international consultants).
- **Broad and balanced:** centered around five core subjects (Language Arts; Mathematics; Resource and Technology; Science; Social Studies) plus Career Education. (The Curriculum Framework is shown on page xii)
- **Multi-level:** (there are three levels: **Foundation 1 and 2; Normative and Enrichment**). While the content will be similar for all students, activities will vary to match the stages of development of the students in the class.
- **Articulated:** building on the primary school curriculum for Grades 1-6; preparing students for work or for CXC and other examination courses in Grades 10-11.
- **Differentiated:** certificates will reflect what each student has achieved.
- **Socially responsible:** students will work in collaboration with others and take on responsibility for their own learning.

Long Term Objectives

The new curriculum will eventually provide some optional areas of study, clearly defined achievement levels and a final certificate based on statements of students' achievements.

CURRICULUM FRAMEWORK

ROSE JUNIOR HIGH PROGRAMME – THE CURRICULUM FOR GRADES 7 - 9



CAREER EDUCATION ACROSS THE CURRICULUM

Career development is a life-long process which begins in the home, is nurtured throughout school life and is manifested in adult career choices.

In order to achieve the goal of career education across the curriculum, the curricula for Grades Seven to Nine are written in successive stages and scope and sequence.

Individuals progress through three stages of career development: Awareness, Exploration, Preparation :

Grade 7

1. Awareness begins with self and career awareness-

Grade 8

2. Exploration engages youngsters in activities to explore their own interests, abilities and values as well as to explore potential careers and opportunities

Grade 9

3. Preparation builds upon the experiences and learning as the individual prepares to make meaningful and satisfying career choices-.

It is the responsibility of educators to guide this process by providing appropriate support and experiences to assist students through all stages. In particular, educators should:

- (i) expose all students to, and encourage them to explore non-traditional careers regardless of sex, race or ethnic background;
- (ii) help students develop positive attitudes towards work;
- (iii) prepare students for careers that are realistic and satisfying to them.

Career education is not a subject. It must:

- (a) be the link that joins career academic learning with the world of work.
- (b) be the tool that prepares students to make realistic career decisions as they acquire new experiences, values and goals.
- (c) be based on students' needs.
- (d) employ a team approach to teaching and learning.
- (e) include the infusion of Career Education elements into the entire curriculum.
- (f) address the needs of society as part of students' preparation to be responsible citizens.

The process of infusion involves:

- (a) the recognition/identification of the many Career Education concepts that are similar to those in other subjects areas;
- (b) the purposeful linking of the common concepts and /or areas of content identified at (a) so that they are not taught in isolation. Rather, there should be such constant cross-referencing amongst subjects that students perceive the common concepts as comprising necessary insights and information without which their education would be incomplete;
- (c) the use of methodologies and activities which ensure the development of skills and attitudes which appear in all subject areas in ways that demonstrate the relevance of these learnings and experiences to career choices.

The management of the process is important. Leadership must come from the Guidance Counsellor and /or Career Education Coordinator, but all staff members need to familiarize themselves with the main objectives of the Career Education Programme and to plan together for its effective implementation. The inclusion of career education information is very critical to the growth and development of the students. It is therefore imperative that it be explicit in lesson planning and delivery with an emphasis from the Grade Seven (7) level.

Methodologies/Strategies for Implementing Career Education

For the most effective delivery of career education, it is necessary to use a combination of simple strategies which will not burden the classroom teacher or the guidance counsellor.

The main strategies are outlined below.

1. Infusion

The major delivery system is the infusion process by which the career education concepts are introduced and reinforced in the entire school curriculum thereby becoming an integral part of all its programmes – academic, practical, aesthetic. When efficiently used by classroom teachers, the infusion strategy strengthens and facilitates academic concepts and skills.

2. Career Counselling

Career counsellors will engage in progressive, counselling through the Career Awareness Exploration and Preparation stages. In time specially allocated to counselling, students must be engaged in activities leading to specific career education outcomes, by the time they reach the preparation stage.

3. Other Strategies

There are many programmes, projects and activities which when properly planned and implemented should provide for students of all ages, the values and qualities of a productive career education experience. Among there are:

(a) The use of Homeroom/Form/Classroom Time

- for the exploration of those aspects of the education of the adolescent which are not directly addressed through the formal curriculum, but which are important for the students' overall development.

(b) Mini Projects/Mini – Business (in –school or community based)

- providing opportunity for planning, working together, sharing responsibilities, developing initiative and practising accountability.

(c) Exploration of the Environment

- Encouraging students to explore the areas in which they live and/or attend school, and to develop an appreciation and understanding of the variety of physical and socio-economic conditions existing around them.

(d) Work Experience

- Work experience opportunities, especially at the Career Preparation Stage provide exposure to the demands, responsibilities, rewards, and challenges of the world of work

(e) Intergenerational Programmes

These provide opportunities for students to interact with senior citizens in the community regarding their life and work, to learn from them, to facilitate their becoming extended families of the school community.

In implementing these main strategies, a number of techniques and approaches which have proven successful in other contexts may be applied. These include:

- using films to provide information on careers and to reinforce appropriate behaviours for the work world.
- bringing resource persons into the classroom to help broaden students' exposure to role models, increase career information, and to motivate students to set education/career life goals.
- analysing jobs in terms of the skills, duties and tasks required of workers to clarify what workers actually do on the job and to help dispel inaccurate career information

These and other strategies and approaches are expanded and elaborated on in the Teachers' Guide

LANGUAGE ACROSS THE CURRICULUM

Language is central to the whole curriculum process. Oral and written language are both essential to the thinking process which must take place in all areas of the curriculum.

John Carrol, (1974) states that:

"the various forms of pictorial expressions are almost always accompanied by language and require language to make them intelligible".

Piaget, (1971) has written that:

"language is but one among ... the many aspects of the semiotic functions even though it is, in most instances, the most important one".

According to Fillion (1991)

"language across the curriculum stresses concern for how people learn to use language, how they use language to achieve understanding and appreciation of their experiences (including the curriculum content introduced in schools) and how language use influences cognitive development".

Broadening the concept somewhat, the writer argues that

"language across the curriculum is primarily concerned with pupils' ability to use reading, writing and talk for an increasing range of personal, social and educational purposes".

Even highly abstract processes in Mathematics and psychomotor activities use the medium not only in describing the techniques and processes but also in evoking responses.

The student who is articulate in oral and written language, who can use words to manipulate ideas, to shape thoughts and to understand key concepts, has an indispensable tool for all school learning because the ability to communicate through language is a necessary skill in all subject areas.

But what do we mean by language across the curriculum? It certainly does not mean that each subject teacher must take responsibility for teaching sentence structure, grammar and composition skills in the subject areas. Rather, language across the curriculum is "verbalization as the fulfilment of understanding within each subject area". (Thaiss, 1984). This involves such factors as:

students (in all subject areas)

- using writing to order and classify thoughts
- learning the language appropriate to the subject
- using the increasing precision the vocabulary of their subject;

teachers (in all subject areas)

- modelling the language of their subject
- attending to the conventions of written language
- becoming sensitive to the role and varieties of language learning

The following learning skills which are traditionally regarded as the purview of the language teacher are shared by all subjects in the curriculum.

- | | | | |
|----|--|---|--|
| 1. | Locating information | - | using encyclopedias and reference books and gathering facts from field trips and interviews. |
| 2. | Organizing information | - | outlining and categorizing |
| 3. | Acquiring information through reading | - | using strategies such as skimming and scanning and understanding the importance of pre-reading strategies. |
| 4. | Acquiring information through listening and observing | - | setting purpose for listening and observing |
| 5. | Communicating orally and in writing | - | speaking with accuracy and poise writing with clarity and exactness, using the writing process |
| 6. | Interpreting pictures, charts, graphs, tables cartoons | - | constructing simple graphs, tables and other pictorial material including cartoons. |
| 7. | Evaluating and applying information | - | applying problem-solving and critical thinking skills |

Each subject area has its special needs although there are many held in common across the curriculum. The subject teacher needs to be aware of this and should provide learning situations which will foster the development and use of appropriate language.

The Role Of The Teacher in Curriculum Implementation

Many adults remember their classroom experiences as situations where teachers passed on information which they passively tried to absorb, store and retrieve at appropriate times. Recent research, however, indicates that it is not through passive observation but by being actively involved in the learning process that effective learning occurs.

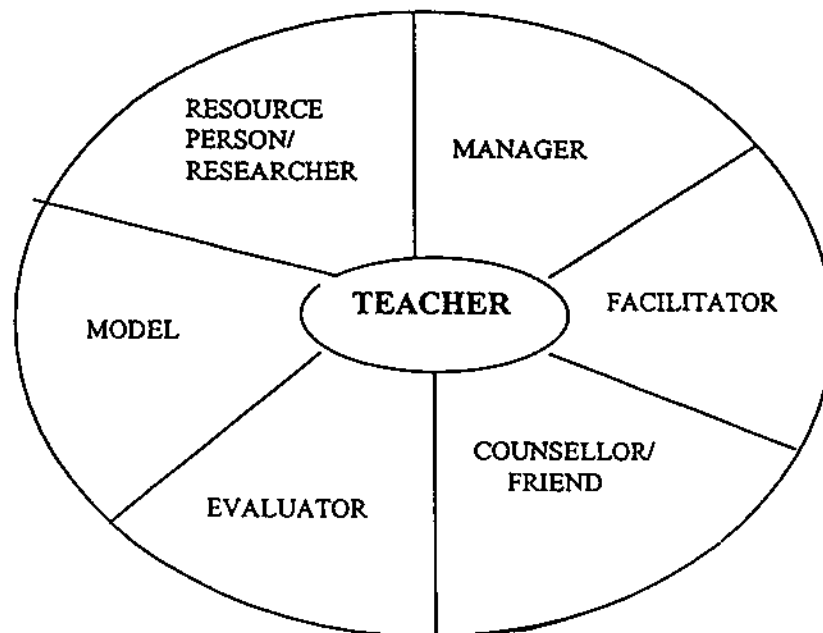
Each learner comes with previous knowledge and views of his environment into or onto which all new ideas must fit. The teacher is called upon to help the learner to reconstruct or reinforce previous ideas, and assimilate or accommodate new ideas. The teacher needs to create a non-threatening atmosphere in which the learner feels free to test and defend existing understanding and explore new ideas before accepting them.

The successful implementation of the curriculum depends largely on the teachers attitude to their subject and the methods employed in teaching. Instruction must be delivered through a wide variety of situations giving the students adequate opportunities for :

- individual and group assignments
 - hands-on activities
 - project work
 - teacher/student interaction
 - student/student interaction
 - research methods etc.
- among other methods designed to foster problem-solving and creativity.
- self, peer and teacher assessments.

The teachers role in curriculum implementation is therefore a multi-faceted one. The teacher at times has to be manager, counsellor/friend, evaluator, role model and researcher/resource person among other roles that crop up from time to time.

MULTIPLE ROLES OF THE TEACHER



The Teacher As Manager

Teachers must be managers of their classroom and of instruction. As managers they should understand group dynamics and operate different types of grouping inside and outside the classroom. They should:

- encourage unity and co-operation among students.
- understand the students' needs and learning styles and use the information to plan lessons accordingly
- plan lessons carefully to maximize the time students spend 'on task'
- adapt the curriculum materials to suit the range of levels and abilities within the class
- promote the development of critical thinking and problem solving skills
- adopt a combination of leadership styles, being neither too permissive or too authoritative

The Teacher As Counsellor/Friend

Teachers in their roles as counsellor/friend need to create a classroom environment that is purposeful, relaxed, warm and supportive. They should:

- maintain classroom climate that is supportive of learning and characterized by mutual respect, trust and democratic decision making
- show empathy for all students and establish and maintain a relaxed, friendly yet business like working environment
- accept students non-judgementally
- enhance pupils self-esteem and self-respect
- liaise with parents and the wider community in order to involve them in the childrens' growth
- show concern about general behaviour and attitudes, personal and social development and any individual needs they may have.

The Teacher As Evaluator

Teachers as evaluators provide specific information on students performance. They confirm or verify the students' accomplishments, difficulties or social behaviours. The teachers should:

- use a variety of modes to monitor students' progress
- provide appropriate feedback on students' performance
- record and use results from students' evaluation to improve student performance, enhance their own teaching and to help students achieve prescribed attainment levels

- assist students to evaluate their own progress through the use of self-assessment activities
- assess their own performance

The Teacher As Role Model

In the classroom the 'hidden curriculum' is continuously operating. Students gain not only knowledge and skills but also imbibe attitudes, values and behaviours. Teachers therefore need to:

- demonstrate appropriate behaviour for students
- keep abreast of current affairs and encourage students to do the same

The Teacher As Facilitator

Teachers as facilitators should provide stimulating learning situations. In order to do this, they should:

- set up learning activities which effectively achieve the learning outcomes intended for each pupil
- stimulate students' interest in learning ,using appropriate activities and methodologies
- be able to elicit information from the students rather than rely on the 'telling' mode of instruction
- aim for student centered, activity oriented instruction, moving from the teacher centered approach
- provide opportunity for purposeful, task oriented and hands- on activities thereby facilitating active learning
- motivate students, offer challenges and vary methods of activity
- deliver instruction through a wide variety of methodologies
- encourage and foster creativity in students
- ensure that students at all levels of ability and attainment are given opportunities to participate in challenging activities to promote the development of skills

The Teacher as Researcher/ Resource Person

Teachers as the students first resource persons need to know their subject well. They need to be aware of available resources and lead pupils to access these. In a world where knowledge is constantly changing, teachers need to:

- constantly upgrade skills and abilities through reading and research
- keep abreast of current developments in the field of education
- encourage students to keep abreast of information through wide reading and the use of electronic media.

Conclusion

The roles of teachers are many and varied. In accordance with the tenets of educational practices about the teaching/learning situation, teachers need to display appropriate attitudes and a wide range of skills and abilities. These should include flexibility, effective interaction, competence in curriculum delivery, the use of technology and a variety of appropriate resources.

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THE PHYSICAL EDUCATION PROGRAMME

Rationale

Humans live their lives through movement, as seen when the child moves to discover and cope with the environment, and when the adult moves to control the environment. Since movement is an important channel of communication and expression, it is imperative that students be taught Physical Education, as this incorporates movement training, gymnastics, sports, games and dance.

Physical Education is more than physical action or processes. Rather, it is the holistic development of the individual to include care of the body; motor skills and components of physical fitness; development of mind and senses; promotion of growth in self-esteem and socially acceptable attitudes and values; the provision of experiences that offer choices in a variety of social interactions; and career awareness.

Overview

The purpose of Physical Education is to develop in students, through a series of action/experiential processes “outer reach and inner stretch”. This is possible since the structure and functioning of the biological make-up of humans link mind, senses and body. This linkage serves to satisfy the creative principle of goal seeking and problem solving demanded by human existence.

The grades 7-9 Physical Education programme is framed by the following principles:

1. All students should be aware of the potential of their bodies; they should understand the body and its functions, know how to use it and internalise and practise desirable attitudes and values.
2. Movement is an important factor in learning, especially when experiences are meaningful, challenging, enjoyable and interrelated with other curricular activities and lifestyle needs.
3. All people are creative and the creative process is nature’s basic principle of survival and growth.
4. Each stage of learning must develop sequentially from the one before and should contribute to the one that follows.
5. Learning rates differ and must be catered for, if each student is to develop his/her full potential.
6. Divergent thinking is essential in modern educational approaches. The influence of scientific and technological advances, as well as access to an enormous quantity of information, predicate the need for a ‘renaissance individual’.
7. The performing arts represent a type of behaviour, and are dependent on humans for their creation and execution, while humans depend on the arts to express and communicate ideas and feelings.

Overview cont'd

8. All knowledge is one. Curricular subjects are segments of the larger body of knowledge, therefore infusion processes across the curriculum can reinforce other learning.

Goals of the programme

The broad goals of the Physical Education Curriculum are to:

1. contribute to the 'wellness' of each student through a holistic approach to learning.
2. provide an appropriate environment and to design various learning strategies that develop self-confidence, the thinking process, self-reliance and life skills.
3. satisfy life's creative principle of goal-seeking and problem solving.

Overview of Content for the entire Physical Education programme

1. Movement Education - providing a solid foundation for knowledge and development of:

- a) the body, its care and protection,
- b) physical characteristics such as strength, flexibility and movement skills,
- c) communication through body language.

Movement education covers:

i) Basic Movement Education

Grade 7 - 1 year

ii) Basic Gymnastics Skills and/or Dance

Grade 8 - 1 year

iii) Dance

Grade 9 - 1 year

2. Seasonal Sports

Cricket	Netball
Football	Volleyball
Track and Field	

Done in grades 7, 8 and 9 - 1 term each per year

3. (Physical Education) Lifestyle - Theory and Practice

Done in all grades - 1 year

PHYSICAL EDUCATION
CURRICULUM COMPONENTS

GRADE 7

1 MOVEMENT EDUCATION

2 SEASONAL GAMES (Stage 1)

- | | |
|-----------------|---------------------|
| i. Netball | ii. Football |
| iii. Volleyball | iv. Track and Field |
| v. Cricket | |

3 PHYSICAL EDUCATION / LIFE STYLE

- | | |
|---------------------------------------|----------------|
| i. Introduction to Physical Education | |
| ii. Personal Hygiene | iii. Nutrition |
| iv. Substance Abuse | |

GRADE 8

1 BASIC GYMNASTICS / DANCE

2 SEASONAL GAMES (Stage 2)

- | | |
|-----------------|---------------------|
| i. Netball | ii. Football |
| iii. Volleyball | iv. Track and Field |
| v. Cricket | |

3 PHYSICAL EDUCATION / LIFE STYLE

- | | |
|------------------------------------|--------------------------|
| i. Physical Fitness | ii. Environmental Health |
| iii. Social Health | iv. Substance Abuse |
| v. Prevention and Care of Injuries | |

GRADE 9

1 GYMNASTICS / DANCE

2 SEASONAL GAMES (Stage 3)

- | | |
|-----------------|---------------------|
| i. Netball | ii. Football |
| iii. Volleyball | iv. Track and Field |
| v. Cricket | |

3 PHYSICAL EDUCATION / LIFE STYLE

- | | |
|---------------|--------------------|
| i. Life Style | ii. Weight Control |
| iii. Stress | iv. Career Choices |

MOVEMENT EDUCATION – GRADE 7

CURRICULUM GUIDE

Terms One, Two and Three

GENERAL OBJECTIVES FOR MOVEMENT EDUCATION

1. To develop and maintain a suitable level of physical fitness.
2. To become competent in management of body and acquire useful physical skills.
3. To acquire desirable interaction.
4. To develop safety in the performance of skills.
5. To acquire good, controlled body management in a variety of ways.

MAJOR IDEAS IN MOVEMENT EDUCATION

1. The body is the instrument of movement and can be used in a vast variety of ways.
2. Human beings move to discover and cope with their environment.
3. Body awareness is critical to one's development; it is essential for skilled movement performance.
4. The body has a shape or posture at any given moment.
5. The pathway the body takes is a spatial movement variable which can be manipulated.
6. Space, force, time and flow are the elements of movement.
7. The dimensions of space are directions, levels, planes and ranges.
8. Flight occurs when the body moves unsupported in space.
9. Force is produced by muscle tension which may range from firm (strong) to light (weak).
10. The force created by the body and by other moving objects can be absorbed through the use of the joints acting as shock absorbers.
11. Force to be absorbed can be from either a vertical plane, a horizontal plane or both planes.
12. Gravity is a force towards the centre of the earth; it pulls on all parts of the body in such a way that a single force exists through the weight centre of the body which is called the body's centre of gravity.
13. Any movement of a body part will cause the centre of gravity to shift in the direction of the movement.
14. Time, as a movement element is measured by speed of movement, ranging from quick to slow.
15. Movements in an ordered structure in time are called rhythmic movements.
16. A pulse beat is the underlying beat of a rhythmic structure which defines a series of even time intervals.

17. Flow is the progression of motion through movement.
18. The dimensions of flow are bound and free.
19. Locomotion is achieved by transferring the body weight from one body part to another.
20. Body weight can be transferred in different ways: rocking, rolling, sliding, gliding, and movements and flight.

**GRADE 7
MOVEMENT EDUCATION**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Student should increase his range of gymnastic activities to involve complex sequences with repetitions and contrast while working alone and with others.</p>	<p>The students should be able to</p> <ul style="list-style-type: none"> • distinguish between movements in personal and general space. • move in an increasing variety of ways in personal and general space while responding to stop and start signals. • move in space without colliding with other people or objects. • organize themselves into small harmoniously working groups, keeping good spacing and taking turns. • show willingness to help and work with others. • show appreciation for the contribution of others. • identify the six general directions in which the body can move. • move in an increasing variety of ways and directions while developing control of locomotor and manipulative movements. • identify the three levels in a variety of ways. • demonstrate the use of levels while moving with and/or without objects. • change levels and directions both quickly and smoothly. • identify and make a variety of shapes. • develop control in making and holding many different body shapes alone and with others. • move smoothly from one shape to another. 	<p>personal space general space signals space groups directions weight transference balance bound flow free flow manipulate levels smoothly shapes control</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<ul style="list-style-type: none"> • describe simple movements. • identify routines by illustration. • outline at least 3 patterns with arrows. • illustrate pathways that can be recognised both on the floor and in the air while moving through space. • control the pathway of the body on the floor and in the air while moving in a wide variety of ways. • move unsupported through the air for short periods of time using many body shapes. • move in a variety of ways on balance. • develop balance in wide variety of positions on bases of decreasing sizes. • hold balanced positions using specific body parts while moving alone and with partner. • show willingness to listen, think and solve tasks through movement. • transfer weight in steplike ways on flattened body parts other than the feet. • to safely rock, roll and slide to parts that are next to each other. • note the transference of weight to adjacent body parts. • transfer weight using steplike actions in a wide variety of ways. • perform a range of movements in a variety of ways to increase force. • move specific body parts to lead movements in order to lift the body in the air. • move two body parts together/apart accurately. 	<p>illustrate pathway support balance transfer weight steplike flattened body range of movement relationship</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<ul style="list-style-type: none"> • be aware of the changing relationship of body parts when moving. • move forcefully in wide variety of ways using the whole or selected parts of the body. • develop control in manipulating balls/bean bags when stationary and moving. • show increased control of ball handling. • use the whole body to throw balls more forcefully to increase flow in a range of movement. • note the difference between strong and weak muscle tension • catch and safely absorb the force of balls thrown by themselves or peers. • absorb safely the force created by one's own momentum both vertically and horizontally. • move in a variety of ways while responding to pulse beats in slow, moderate and fast tempos. • develop rhythmic skills. • move with free flows in a variety of ways while building sequences. • move with bound flow and free flow in a variety of ways. • note the difference between free and bound flow. • observe and evaluate the flow of movements. • create smooth flowing sequences. • perform a fluent sequence by linking preparation, action and recovery. • make more complex movement sequences on the floor and with apparatus. 	<p>selected body parts stationary ball handling range of movement muscle tension force vertically horizontally pulse beats rhythmic sequences preparation, action, recovery apparatus</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<ul style="list-style-type: none"> • control movement by varying shape, size, direction, levels and speed with fluency. • vary the speed of movements. • bend, twist and turn specific body parts. • develop control in taking off, flight and landing. • develop movement memory in order to repeat and refine a sequence. • remove and store equipment safely and efficiently. • organize themselves into small, harmonious working groups, keeping good spacing and taking turns. 	varying shapes speed harmonious

CONTENT OUTLINE

Scope and Sequence

Term I – Christmas

1. **Body Awareness**
 - a) body parts;
 - b) body positions;
 - c) body shapes.
2. **Body Movements**
 - a) axial (non-locomotor), e.g. stretch, swing, bend;
 - b) locomotor, e.g. walk, run, leap.
3. **Movement elements**
 - a) **Space**
 - i) personal and general;
 - ii) directions;
 - iii) size of movements;
 - iv) pathways
 - v) flight;
 - vi) focus (direction of gaze).
 - b) **Time**
 - i) duration;
 - ii) tempo (fast, slow).
 - c) **Force**
 - i) creating force (weak and strong);
 - ii) free flowing;
 - iii) strong/light;
 - iv) sharp/smooth.
3. **Working alone and with others**
 - i) meeting and parting, 2s, 3s. Mirroring 2s;
 - ii) facing 2s, 3s, 4s;

- iii) side by side;
 - iv) back to back.
- 4. Movement combinations using space, force and time for different movement qualities, phrases and sequences
- 5. Skills training
 - a) Techniques
 - i) basic weight changing;
 - ii) balance on broad bases;
 - iii) takeoff and landing.
- 6. Games skills: activities and minor games leading to
 - i) Netball;
 - ii) Football;
 - iii) Volleyball.

Equipment: bean-bags, hoops, cones, large balls, mats.

Term 2 – Easter

1. Force/space/balance

- i) transfer of weight linked to skills (e.g. catching, throwing, landing, kicking);
- ii) balance on small body surfaces and apparatus;
- iii) absorbing force, e.g. cushioning/give;
- iv) force, balance and weight changing to facilitate better movement;
- v) moving:
 - on balance;
 - off balance;
- vi) counterbalance
- vii) development of required force for balance (e.g. landing in Netball);
- viii) good use of feet for support (landing, jumping).

2. Time/flow

- a)
 - i) speeds, stopping and starting;
 - ii) accents, rhythm, rhythmic patterns;
- b)
 - i) finding new ways of moving – combining movements with force, speed, balance;
 - ii) using bound and free flowing movements of different sizes/range;
 - iii) link speed and flow to track and field skills.

3. Body positions/alignment in body positions

- a)
 - i) the basic body positions and correct alignment in each position;
 - ii) activities using the basic body positions as they are used in track and field activities.

4. Skills training for track and field through

- a) selected activities for skill development;

- b) related minor games;
 - c) the use of small apparatus.
5. Working alone and in groups – 2s to 6s or 8s

Term 3 – Summer

1. Weight transfer, force and balance – use more difficult activities:
 - a) transferring weight from slow to fast;
 - b) transferring weight linked to flight;
 - c) changing body tensions – include relaxation;
 - d) producing only the necessary force in the body;
 - e) contact forces;
 - f) force at/from a distance;
 - g) balance in situations that are game related.
2. Skills training continued – link to Cricket.
3. Link rhythm and style to skill performance.
4. Review and refine basic movement techniques and skills for Track and Field and seasonal games.
5. Relationships – to others and to objects
 - a) body parts;
 - b) partner and group;
 - c) objects, apparatus and space.

N.B. For activities related to training, see

1. Suggested activities
2. Further activities
3. Skills related to motor development, sports and games.

EDUCATIONAL GYMNASTICS

CURRICULUM GUIDES

GRADES 8 & 9

Rationale

Educational Gymnastics enables students to develop gymnastics skills at a rate suitable for their physical maturity. It aims to promote physical confidence so that students can begin to develop these skills when they feel ready. Problems or tasks in movement are posed for the students to solve, by using their initiative, imagination and creativity.

Movement Experiences

Recapitulation of movement experiences and body mechanics learnt in Grade 7.

1. body awareness;
2. use of space;
3. use of force;
4. transference of weight;
5. relationships.

Content

Themes

1. Stretching and curling
2. Twisting and turning
3. Alignment
4. Balance
5. Resilience

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Students should be able to refine and increase their range of gymnastic actions that involve how to execute and improve a movement; body parts; shapes; relationships to objects in space; the concepts of space time and quality; flow and force.</p> <p>Perform a wide variety of gymnastic skills and movements, using small equipment and large apparatus in combination in one or more elements of movement, and execute a wide variety of stunts and tumbling skills and movement patterns.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • differentiate between personal and general space. • travel, using various methods of weight transference. • stretch, curl and arch the body. • balance by holding body weight in equilibrium. • spring and land using the feet resiliently. • counter balance. • work alone with a partner and in groups. • work with small and large apparatus. • illustrate one complex movement sequence involving all elements of movement. • show increased ability to repeat and improve the quality of movement sequences. • perform movement patterns with good mechanics and efficiency in performances. • design and perform gymnastics sequences that combine travelling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow. • design and refine a routine combining various jump rope movements with and without music. 	<p>locomotor, non-locomotor differentiate personal space, general space weight transference balance, on balance shapes equilibrium relationships resilience counter balance partner work apparatus sequences pattern mechanics efficacy performance flow speed routine muscular strength endurance flexibility force routine muscular strength</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate activities designed to improve and maintain muscular strength, endurance and flexibility. • explain two kinds of weight transference. • explain by illustration a gymnastic sequence showing one example of rolling, balancing and weight transfer. • maintain continuous aerobic activity for a specified time. • execute a wide variety of stunts and tumbling skills. • refine gymnastic routines and complex sequences which include variety, contrast and repetition, using both floor and apparatus while working alone and with others. • demonstrate mastery of activities in displays and the creation of tableaux for school. • show understanding and the value of safety precautions. • show willingness to participate in activities. • cooperate in and contribute to group activities. • accept leadership roles and others as leaders. • respect the strength and weaknesses of individuals within a group. 	<p>aerobic stunts repetition display tableau, tableaux value safety precautions group activities leadership strength weaknesses</p>

Methodologies and Strategies

1. Observation – of individual and group work.
2. Directed practice – giving coaching points as students work.
3. Demonstration – by teacher or a competent student.
4. Partnering – different ways of working together.
5. Emulation – copying what is.
6. Discussion – for solving problems, reinforcement of learnings, assessing students' knowledge and understanding.
7. Performing – presenting the learned skills with flow, good timing and dynamics.
8. Creating for presentation and through tasks, phrases, sequences and activities.

Student and Teacher Resources

1. Television
2. Multi-media
3. Internet
4. Resource persons – coaches, performers, outstanding teachers
5. Institutions, e.g. sports clubs, associations, gymnasiums, exercise and aerobic studios, dance studios.

DANCE IN EDUCATION
CURRICULUM GUIDES
GRADES 8 & 9

CONTENT OF THE CURRICULUM GUIDES FOR GRADE 8, 9

1. Attainment Targets – Psychomotor; Cognitive; Affective
2. Content outline – list of themes/topics and sub-topics.
3. Scope and Sequence of Content.
4. Methodologies/strategies.
5. Assessment procedures.
6. Student and Teacher Resources

INTRODUCTION

To move to rhythm to dance, is a natural human reaction. Children enjoy movement for its own sake and the substance of dance is movement. Humans need the aesthetics for expression and cultural identity and this provides a strong rationale for the inclusion of dance in education.

In education dance is both an enjoyable experiential process and a self-actualising product. It affects body, mind and emotions.

Dance is personal. Each student can communicate and express his/her own ideas and feelings. Physical skills, body control, self-discipline and social interaction are part of growth and change. The student is made aware of his/her individuality through the assessment of needs and recognition of abilities.

Traditional dances, linked to historical and social conditions, define the local culture and national identity and increase the students' understanding of self-awareness.

Folk dances of other cultures teach the universal human connection and help students to understand, appreciate and be tolerant of other people.

Through tasks and problem-solving, dance processes provide opportunities for divergent thinking. Dance can facilitate a better understanding of other curricular activities and reinforce the knowledge base. It can also open doors to many future careers, e.g. teaching, performing, choreography, history, research and arts management.

GRADES 8 & 9

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
1. Perform expressive dance sequences using numerous types of stimuli with increased creativity and form.	<p>Students should be able to:</p> <ul style="list-style-type: none"> perform basic skills at grade 7 level and use them in combinations to form sequences. define skills learnt in Grade 7 and use them as dance vocabulary. demonstrate good motor ability and body control. move and listen to music at same time. perform choreographed dances for classmates for critical assessment. apply concepts and skills of movement to use of space. listen to and use music and other accompaniment for dancing and dance making. use elements of composition to create dances based on a theme. refine and extend the skills of movement using gestures. demonstrate movement combinations to develop flow and dynamic qualities. create more complex sequences showing the use of relationship factors. show increased ability to repeat and improve the quality of dance sequences. (movement exploration) recognize the importance of stillness and body positions in space. list 6 basic locomotor and non-locomotor movements. 	<p>locomotor non-locomotor torso sequence relationships vocabulary accompaniment body alignment gestures direction, pathways dynamic qualities flick, dab rhythm sustained symmetry asymmetry problem-solving body shapes effort actions axial weight transference unison body positions balance travelling formations theme factors (movement)</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<p>2. Demonstrate through a variety of activities, the elements of movement for expression and communication through dance.</p> <p>3. Perform and create dances in a range of styles, form and content.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • review, refine and perform activities which create dance. • demonstrate specific skills and techniques showing good body management and form. • demonstrate short dances using skills previously learnt in grades 7 and 8 for entertainment. • show ability to respond to a variety of stimuli. • use selected activities to explore general space with different rhythmic patterns. • perform simple movements to demonstrate light / elevation. • show basic ability to execute turns or change of front. • perform expressive dance sequences using numerous types of stimuli with increased creativity and form. • show increased ability to combine movement skills with vocabulary for individual and group work. • apply the concepts of the movement factors to music for dance – making. • perform selected traditional steps and adapted version of traditional dances. • create dances in small groups of six / eight based on traditional and folk forms. • apply the concepts of relationship factor in dance. • link sequences into short dances that show beginning, middle and ending. • create dances which show curricular integration. • demonstrate increased style and form in folk and social dances from other countries. 	<p>Flexion, extension body alignment torso, limbs articulation of feet / body parts lie parallel stories – Poetry directions – pathway turns change of front space quality of motion Dynamics time flow flick, dab revival zion pocomania maypole ring game formation structure identical contrast interaction contact partners shadowing mirroring connecting</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss the links between dance and other curricular subjects. • discuss the differences between dance and dance – making. • know names and meanings of weight – bearing, shapes and balance. • give the meaning of rhythm and say how to apply rhythm to movement for dance. • design a project on dance of other lands. • continue to show joy and excitement for movement experiences. • display a level of maturity and willingness to work and share with others of varying abilities. • demonstrate a mature attitude towards criticisms by teachers and fellow students. • demonstrate a willingness to stay on task for long periods. • display a positive attitude towards dance and other movement activities from other countries. • listen and respond to simple instructions. • show ability to perform figures of camp style and ballroom quadrille with increased skill and style. • demonstrate improved skill in performing other traditional dances. 	<p>integrate broad base narrow base transference of weight off- balance critique</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the relationships between body positions, body shapes, body alignment and body parts. • show willingness to participate in class discussions, and respect others. • find different ways to solve problems. • show willingness to work alone and in groups. • research one folk / traditional dance. • discuss and present information on ring games <ul style="list-style-type: none"> a) their origins b) current development. • describe role-play of characters in Jonkannu. 	<p>accents phrasing melody relationships partners contrasting interaction bound and free flow options quadrille camp style ball-room jonkannu pitchy patchy</p>

Scope and Sequence

1. Body actions:

a) whole body actions:

travelling: e.g. walk, leap, slide

in place: e.g. bend, stretch, turn swing

b) actions of body parts:

i) isolation

ii) moving in unison

iii) supporting

iv) leading

v) making shapes – symmetrical and asymmetrical in place and while travelling

vi) body positions

2. Space – in the ‘where’ of moving:

i) directions

ii) levels.

iii) pathways

3. Dynamic qualities:

a) time

b) rhythm

c) effort

f) flow

4. Relationships – factors to be considered.

5. Movements exploration – how and why.

6. Basic skills and techniques – e.g. locomotor and non-locomotor, weight change, balance.

7. Making simple dances – short and enjoyable.

8. Observing and discussing the dances.

9. Activities and conditions for listening to music for

- i) rhythms
- ii) melody
- iii) accents
- iv) time (duration)
- v) phrasing

Methodologies and Strategies

1. Observation – guided where necessary as preparation for critical evaluation.
2. Selected situations for developing concentration seeing and memory.
3. Audiovisuals – tapes, films – clips of skills, short dances for performance skills.
1. Pictures, words of action and descriptive phrases.
2. Watching live performances.
3. Dance experiences – field trips, for exploration and experience.
4. Activities to develop creativity.
5. Use of properties, music to extend and give depth to experiences.

Assessment procedures

1. Questions and answers – oral and written.
2. Tasks that require application of skills and / or problem-solving.
3. Assessment of the performance of skills.
4. Activities with individual and small group (3-4 students).
5. Short questions and answers about the body, movement and its elements.
6. Sensitive and imaginative use of movement and music.

Student and Teacher Resources

1. Use of local resource persons for information and demonstration.
2. Visits to the African Caribbean Institute of Jamaica (ACIJ), Roy West Building, 12 Ocean Boulevard, Kingston. Telephone 922 – 4793.
3. A collection of suitable music on cassette tapes.
4. Articles from Jamaica Journals, published by the Institute of Jamaica Publications Ltd. 2a Sutherland Road.

5. Dance magazines; Caribbean Quarterly, published by the School of Continuing Studies, University of the West.
6. Magazine articles at Jamaica Library Services and at the United States Information States Information Services Library at Mutual Life Centre, 2 Oxford Road, Kingston 5, Jamaica.

N.B. Back issues and copies of articles from 4 and 5 can be bought. The Institute of Jamaica Publications Ltd. will send a list of dance articles on request.

Materials

1. Instruments
small drum or other percussion instruments e.g. tambourine, maracas, cata sticks, harmonicas.
2. Apparatus
hoops and balls, ropes, wands, boxes.
3. Equipment
tape recorder and music suitable for children's activities – slow, bouncy, fast.
4. Costumes
skirts a ribbon, umbrellas, pom poms etc. for folk dancing.

Accompaniment

Tape or recorded Music, drums shakas, bands, maracas.

CRICKET
CURRICULUM GUIDES
GRADES 7, 8 & 9

INTRODUCTION

Cricket came to the West Indies, and Jamaica in particular, during the Colonial era. The game is played by twenty-two (22) players, eleven (11) on each side, with two (2) umpires acting as officials.

The game is mainly played side-on which makes it technically difficult, and consequently requires discipline, dedication determination and concentration in order to learn it well.

The modern game can last from one (1) day (one day international or limited overs matches) to five (5) days at the test playing level.

The important ingredients for the successful cricketer are a good basic technique, along with patience and proper teaching / coaching methods.

CONTENT OF THE CURRICULUM GUIDES for Grades 7, 8 & 9

1. Attainment Targets – Psychomotor; Cognitive; Affective.
2. Content outline - a list of themes/topics and sub-topics.
3. Scope and Sequence of Content.
4. Methodologies/Strategies.
5. Assessment procedures.
6. Student and Teacher Resources.

GRADE 7 - CRICKET

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY CONCEPTS
<p>Students should extend and apply cricketing skills to develop tactics and strategies that are applicable to the sport.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Discuss the development of the game cricket and prepare scrapbook of current events on cricket. • Illustrate and identify the cricket pitch. • Identify, name and position at least 14 players. • Identify the key playing areas of the field. • Engage in fitness activities before skills training. • Correctly demonstrate the skills of throwing and catching the cricket ball. • Demonstrate the skills and techniques for the grip and stance of the cricket bat. • Demonstrate the ability to grip the ball in the three different ways. • Demonstrate the skills to do fielding. • Show proficiency in bowling. • Combine skills to perform the run up and delivery of the cricket ball. • Identify and explain the components of physical fitness. • Demonstrate the player's preparation for a strike. • Demonstrate two types of strokes in game situation. • Apply rules to game situation. 	<p>cricket</p> <p>pitch</p> <p>close catching intercepting high catching grip and stance gripping the ball long barrier retrieving delivery run up</p> <p>muscular strength muscular endurance flexibility, speed, endurance holding the bat playing the ball</p>

GRADE 7 - CRICKET

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Understand what the various parts of their bodies can do when playing the game. • Explain the steps taken to make a stroke • Identify the basic skills needed for playing cricket. • Exhibit signs of good sportsmanship. • Show willingness to cooperate with team mates in game situations. • Show willingness to participate in group activities and understand the importance of interaction with other students. • Respect the differences in abilities of each individual. • Show willingness to work, and concentrate on the game. 	strike

GRADE 7 CONTENT OUTLINE

1. Theory
 - a) History and development of the Game Cricket
 - b) Cricket in Jamaica
2. Current Events on the sport
3. Cricket Pitch i.e.
 - a) dimensions
 - b) equipment
 - c) players
 - d) positions field
4. Conditioning
 - a) general fitness
 - b) strength and endurance
 - c) flexibility
 - d) speed, power
5. Fielding
 - a) throwing and catching, retrieving, interception
 - b) positions for fielding
 - c) the Long Barrier
 - d) wicket-keeping

6. Bowling

- a) gripping the ball
- b) run-up and delivery

7. Batting

- a) grip and stance of bat
- b) preparation of stroke
- c) forward defensive stroke
- d) backward defensive stroke
- e) the back lift

8. Basic wicket keeping – introduction

- a) the stance
- b) squatting position
- c) taking the ball

9. Games and Rules

GRADE 8 - CRICKET

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY CONCEPTS
<ul style="list-style-type: none"> Students should extend the skills and techniques learnt in grade 7 to develop tactics and strategies that are applicable to the game cricket. Apply rules / laws of the game to match situation. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Revise theory, skills and techniques taught at grade 7. i.e. Fielding, Batting, Wicket-keeping. Continue to build on Sports facts about Cricket e.g. Current Events, MCC, JCB, ICC, WICB, (acronyms) Senior Cup, All Island League. Identify and name the areas in the Close Field, In Field and Out Field. Name the players in a Cricket Match. Perform basic general fitness activities to maintain cardiovascular and muscular strength and endurance and flexibility. Demonstrate proficiency in at least four stokes. Demonstrate proficiency in pace and show mastery in catching. Combine all skills and incorporate skills in a game of cricket. Perform the basic role of an umpire during a class game. 	

GRADE 8 – CRICKET

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe the basic exercises needed to develop general physical fitness • Explain the basic principles of the straight and cover drive. • Differentiate between the forward and backward defensive strokes. • Distinguish between pace and spin bowling. • Appreciate the importance of physical fitness. • Show a positive attitude toward the acquisition of skills. • Show willingness to participate in continuous practice for the perfection of skills. • Show respect for rules and regulations. • Follow instructions • Show willingness to tolerate discomfort through training or practice. • Show willingness to lead and be led. • Show concern for safety. 	

GRADE 8 CONTENT OUTLINE

1. Revision of Grade 7 skills 2 weeks
2. Conditioning
 - a) general fitness and activities
 - b) strength
 - c) flexibility
3. Batting 2 weeks
 - a)
 - i) revise grip and stance of Grade 7
 - ii) forward defense stroke of Grade 7
 - b) Drives
 - i) straight drive
 - ii) cover drive
 - iii) off drive
 - iv) on drive
4. Bowling 2 weeks
 - a) revision of:
 - i) delivery grip of Grade 7
 - ii) three strides run up and delivery of Grade 7
 - d) pace bowling:
 - i) use of basic grip
 - ii) suggested activities for bowling

c) spin bowling

i) grip

5. . Fielding 3 weeks

a) Revision of skills and work done in Grade 7

b) Catching

i) descending high balls

ii) catching low balls

Minor Games

6. The Game – introduction to the game 1 week

GRADE 9 – CRICKET

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY CONCEPTS
<ul style="list-style-type: none"> Student should play a full recognisable version of Cricket and undertake at least one official role during a game. 	<p>Students should:</p> <ul style="list-style-type: none"> Continue to read current events that is cricket related with a view to have discussion or debate on observed events. Observe and analyse the progress of cricket in Jamaica and the West Indies. Research at least one cricketing association e.g. MCC. Use safe exercise practices for conditioning. Perform a series of five (5) warm-up activities that include exercises and game preparation without teacher assistance. Demonstrate increased endurance, stamina, speed and flexibility. Revise the skills taught and learned in Grades 7 and 8. Demonstrate mastery of game situations in bowling, fielding and batting. Perform out field and close to the wicket fielding from different directions. Demonstrate the grip for pace and spin bowling. Play game of cricket competitively. 	

GRADE 9 – CRICKET

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe the different types of batting . • Explain with examples of activities, the values of conditioning. • Describe the delivery grip and its function. • Distinguish between pace bowling and spin bowling. • List problems associated with close to the wicket fielding and out-fielding. State ways in which they can be corrected. • Justify close in-fielding. • Answer questions about the rules of the game. • Show willingness to participate in group activities and team work. • Show a positive response to the game and its skills. • Show willingness to practise and improve individual performance and skills. • Recognise the values of this game to personal development. • Show willingness to serve as umpire or coach when necessary. 	

GRADE 9 CONTENT OUTLINE

1. Conditioning 2 weeks
 - a) Review Grade 7 and 8 content
 - b) Shuttle Springing: jogging and sprinting between wickets
 - a) Circuit Training: to utilise difference in muscle groups

2. Batting (with basic fielding) 2 weeks
 - a) Hitting stationary and moving balls
 - b) Drive accuracy and placing
 - c) Drive and fielding:
 - i) driving for accuracy and placement – repetition for development
 - ii) fielding – basic that include stopping, catching and throwing of balls

3. Fielding and throwing 2 weeks
 - a) Fielding – hitting the target
 - b) Close to the wicket catching practise – reacting to a ball that is hit in various positions and to different levels.
 - c)
 - i) rotating cricket – for reinforcing of batting, wicket keeping and fielding
 - iii) indoor cricket – minor game(s) for indoor or wet day practice. This can be adapted for outdoor practice.

- | | | |
|------------------------|-----------------------|---------|
| 4. | Bowling | 2 weeks |
| a) | Pace | |
| b) | Spin | |
| b) | Delivery grip | |
| 5 & 6 Games and rules: | | 2 weeks |
| a) | Umpiring | |
| b) | The captain's role | |
| c) | Skills of the players | |

Methodologies and Strategies

1. Demonstration – repetition of the correct form is necessary for development of cricket skills.
2. Directed practice.
3. Individual and group work – for batting, bowling and fielding
4. Discussion – questions and answers.
5. Correct use of game terminology.
6. Exploration and experiment – familiar and style.
7. Visual and audio aid, e.g. charts, cassettes – for skills, techniques, motivation.
8. Multiple choice tests for terminology.
9. Demonstration and analysis of skills and tactics.
10. Matching compatibles.
11. Group work – skill development and combinations.
12. Self-evaluation using cards for skill performance.
13. Situations and tasks for problem solving and application of skills.

Suggested Assessment Procedures

Assessment to include practical and theory. This should be an on-going exercise.

The following are useful procedures:

- performance of skills
- application of skills in game situations
- short answer questions for terminology and definition
- questions and answers – oral / written
- tasks for problem solving – bowling, catching a ball facing the sum

1. Practical assessment:

- a) performance of skills in given situations or through tasks
- b) showing strategies and tactics in small groups
- c) demonstrating combinations of skills
- d) playing the game

2. Performance – of skills, tactics and team play.

3. Game situations:

- a) for assessing manipulation and application of skills
- b) quick thinking and selection of the most efficient tactics and strategies

4. Written tests for:

- i) Rules of the game, strategies and tactics
- ii) Knowledge of positions of players and the rules
- iii) Awareness of the state of the game in Jamaica

- iv) Writing about outstanding personalities in the game in Jamaica and the Caribbean
- v) Paragraphs about, e.g.
 - a) coaching
 - b) wicket keeping
 - c) the development of the game in Jamaica

5. Advanced

- a) multiple choice tests for rules, terminology and knowledge of the game
- b) team work and its application of tactics and strategies
- c) reading for information, and the ability to understand when to use tactics
- d) analysis of skills

6. Ratings, self appraisal and general surveys for attitudes and value requirements.

LIST OF STUDENT AND TEACHER RESOURCES

1. Know the Game – Cricket
Produced in collaboration with the All England Association, Ed. Publishing Ltd.,
Bradford Road, East Ardesley Wakefield, West Yorkshire WF3 2JN.
2. Cricket: a guidebook for teachers, coaches and players.
Physical Education Branch, Department of Education,
Wellington, New Zealand.
3. MCC / Jamaica Cricket.
Booklets, handout, newspaper clippings about cricket.
4. Playing Cricket the West Indian Way. Videocassette available at local stores.
5. Films, video tapes, articles, clipping, television documentaries.
6. Other Resource texts:
 - a) The MCC Cricket Coaching Book
 - b) National Cricket Coaching Plan by H B Taber
 - c) Know the Game (Series)
7. Guided observance of inter-school matches, local competitions, test matches.
8. Resource personnel: coaches, umpires, outstanding players.
9. Members of the Cricket Association and / or Board of Directors.
10. School libraries.
11. Cricket associations.
12. A cricket portfolio to include contributions from teachers, students such as:
 - a) magazine articles
 - b) photographs
 - c) coaching hints – an audio-cassette or printed information
 - d) anything that gives information of the game from its history to playing and umpiring the game

FOOTBALL
CURRICULUM GUIDES
GRADES 7, 8, 9

CONTENT OF THE CURRICULUM GUIDES FOR GRADES 7, 8, 9

1. **Attainment Targets – Psychomotor, Cognitive, Affective.**
2. **Content Outline and Scope – a listing of themes / topics and subtopics.**
3. **Methodologies / Strategies**
4. **Assessment Procedures**
5. **Student and Teacher Resources**

GRADE 7

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>1. Promote physical activity and healthy lifestyle by engaging in activities that develop the components of physical fitness.</p> <p>2. Show competence in the skills of passing and controlling and apply knowledge of rules in game situation.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> develop and maintain healthy levels of cardiovascular endurance and flexibility. develop and maintain healthy levels of speed and strength. explain the concept of physical fitness. list and write examples of the components of physical fitness. research and report on the development of football in Jamaica e.g. KASFA, JFF. explain the term FIFA, CONCACAF. illustrate the football field, playing areas and players. demonstrate the ability to place a team on the field. explain when to use the inside of the foot and instep kick. 	<p>fitness</p> <p>cardiovascular</p> <p>speed</p> <p>strength</p> <p>endurance</p> <p>flexibility</p> <p>coordination</p> <p>passing</p> <p>controlling</p> <p>heading</p> <p>dribbling</p> <p>shooting</p> <p>instep</p> <p>ball control</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>3. Show knowledge of, and be able to apply the rules of football in game situation.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate the ability to pass and control with the inside of the foot. • demonstrate control while dribbling the ball with either foot. • perform the instep kick accurately. • demonstrate ball control with different parts of the body. • combine the skills of dribbling and passing in game situations. • learn and apply football rules in game situations. • develop tactics and strategies of competitive play. • play game in any position. • develop constant team work in defence. • display a clear understanding of penalties and penalty area. 	

GRADE 7

CONTENT OUTLINE AND SCOPE

1. Conditioning

Concept 'conditioning', Motor skills, power, endurance, speed, agility and factors influencing physical conditioning, coordination
Power and power training - Power-energy endurance
Principles of training – Aerobic endurance

2. Development of Football

- | | |
|-----------|-------------|
| a) KASAFA | b) JFF |
| c) FIFA | d) CONCACAF |

3. Basic knowledge of Football Field

- a) Dimensions
- b) Playing Area
- c) Players

4. Receiving and moving the ball with

- b) Sole of the foot, inside of the foot, outside of the foot, the instep, thigh and shin, stomach, chest, the head

5. Guiding and driving the ball

- a) controlling the ball
 - sole of the foot
 - inside of the foot
 - outside of the foot
 - instep
 - heel
- b) dribbling and faking
 - stopping and starting

6. Tackling
 - a. ground tackle
 - b. side tackle
 - c. shoulder tackle
7. Kicking for passing and shooting
 - d. straight ahead instep kick
 - e. inside and outside foot kick
 - f. heading

GRADE 8

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<p>1. Demonstrate competence in the performance of football skills, tactics and strategies in competitive play and undertake a variety of roles which are associated with the game.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • read and present on given current event • make reports on current news items • prepare group project on current world international game football/soccer • apply the concepts of time, space direction and force to movement • develop and maintain healthy levels of cardiovascular endurance and flexibility • develop and maintain healthy levels of muscular strength and endurance • demonstrate competence in receiving and moving the ball with head, chest, instep, thigh, inside and outside of foot • demonstrate the ability to guide and drive the ball in: <ul style="list-style-type: none"> - dribbling; - tackling - throwing - heading - passing 	<p>conditioning current events force cardiovascular endurance muscular endurance flexibility faking dribbling tackling heading corner kick penalty kick tactics strategies</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • exhibit clearly defined goal in their game play • play the game utilising the skills learnt • perform the corner kick • perform the penalty kick • apply tactics and strategies to competitive play • undertake different roles associated with the game • participate in and help to organize practice sessions • demonstrate the use of the rules as they apply to the game • explain the need for and the importance of physical fitness • describe the techniques of the following skills: <ul style="list-style-type: none"> - dribbling - tackling - throwing - heading • explain what a penalty is and when it is used 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify the types of league competitions played in Jamaica • train independently • evaluate their own progress by checking achievements • respect the varying personalities of team members. • enjoy one-on-one competition. • show satisfaction with progressive improvement in performance • show willingness to exert effort during training 	

GRADE 8

CONTENT OUTLINE

1. Current Events
2. Conditioning (Physical Fitness)
3. Receiving and moving the ball while:
 - dribbling
 - tackling
 - throwing
 - heading
4. Techniques, principles and structure of the game.
5. Tactics and strategies of the game.
6. Laws and Rules governing the game.
7. Preparation for competition.

1. Current Events

- a) Articles in the news media on:
 - i) local football news
 - ii) football in other countries
- b) Characteristics of game
 - i) critical and standard situation
 - ii) team and team work / socially, culturally economically and politically

2. Conditioning for

- a) endurance
- b) speed
- c) power
- d) agility
- e) coordination

3. Dribbling and Faking

- a) body and foot fake
- b) change of direction
- c) tactics – one-on-one space coverage

4. Tackling

- a) right foot and left foot from different sides (side tackle)
- b) from the front (head -on tackle)
- c) shoulder tackle

5. Throw in
 - Tactics and strategies-
 - a) team tactics
6. Heading
 - a) use of head and body
 - b) standing and turning
 - c) jumping and turning to head the ball
7. Principles and Structure of game
 - a) game characteristics
 - b) structure of the game
 - c) clarity, awareness, individuality
8. Corner Kick
9. Penalty Kick

GRADE 9

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ol style="list-style-type: none"> 1. Demonstrate advanced strategies and tactics of football in competitive play and undertake the role the roles of player, coach or spectator constructively. 2. Apply rules, evaluate accurately and make judgements using the relevant terms in competitive situation. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • revise all theory work done in grades 7 and 8. • continue to read and discuss current event relating to football and their effects on society. • examine the effect of football on different cultures. • explain the role of the World Cup and its implications for different countries. • discuss and analyse the role of a coach, referee and spectator in football. • demonstrate advanced exercise practices for conditioning and perform a series of five (5) warming activities that include exercises and game preparation without teacher assistance. • design their own training program 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate greater endurance, stamina and speed • evaluate their own training program (by keeping cards to track their progress) • successfully kick the ball into an empty goal from a distance of 20 metres, nine out of ten times, with a dead ball and moving ball from different angles. • save / stop eight out of ten balls from a distance of 20 metres from the poles and from different angles. • effectively stop or prevent the attacker from scoring seven out of ten times, in a one-on-one situation. • show knowledge of the game by application of the laws and rules in game situations and / or the game. • kick to score goals during competitive play • demonstrate advanced tactics for individual, offensive and defence play. • perform the one-on-one defence strategy to gain possession of the ball from an opposing team. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • execute and evaluate tactics employed during game play. • know the laws of the game • identify the positions of players and their functions • make decisions regarding the application of the correct skills and / or strategies for particular situations. • create strategies and develop proficiency in tactics. • identify ways of interacting with and relating to other players, for the benefit of the team. • show tolerance for others • show willingness to be a member of a team. • recognise that there are benefits from both losing and winning. • show appreciation for the contribution of others. • show willingness to abide by the rules of the game. • show willingness to practise alone and with others. 	

GRADE 9

CONTENT OUTLINE

1. Revision - Grades 7 & 8 Skills
2. Current Events in football -
Their effects on Society – socially, economically, politically,
culturally.
3. Football a) Effects on different cultures – benefits, spectatorship
b) Game preparation and competition
4. The World Cup – Development – Implications worldwide
5. Role of officials and spectators
6. Conditioning
7. Goal Keeping
8. Defending
9. Attacking
10. Shooting
11. Laws of the Game and the Game
12. Tactics and tactical training for competition
13. Scoring

Scope and Sequence of Content

1. Conditioning2 weeks
 - a) speed
 - b) strength and suppleness
 - c) activities for general fitness
2. Goal Keeping2 weeks
 - a) movement of the goal keeper
 - b) collecting balls at low, medium and high levels
 - c) collecting balls from a rebound wall or shooting board
3. Defending2 weeks
 - a) jockeying and defending
4. Attacking
5. Shooting skills
 - a) dead and moving ball
6. Laws of the Game
 - a) theory and demonstration in game situations
 - b) The Game

Methodologies and Strategies

1. Observation – for skills, attitudes, interaction and activities.
2. Demonstration – for combination of skills.
3. Checklist – for football skills, terminology.
4. Questions and answers.
5. Explanations of concepts and skills and tasks.
6. Group work in twos, threes and fours for the basic skills: dribbling, tackling, throwing, heading and passing.
7. Minor games and obstacle courses for passing and dribbling.
8. Use of audio visual and filmed resources to reinforce skills.
9. Demonstration and explanation of concepts and techniques.
10. Short answers to questions – oral or written about vocabulary, words, terminology and definitions.
11. Discussion and observation – for comments and findings about students' work.
12. Strategies for combination passes 5 – 15 metres.
e.g. a) Wall Pass and Double Pass
 b) Running behind
13. Individual and group work for refining of skills.
14. Coaching the individual and the group in game situations: strategies and tactics.
15. Game situation for attacking, defending, shooting and goal keeping for reinforcement and development of these game skills.
16. Tactics and Tactical Training for skill and game play.
17. Observation of matches and video plays.
18. Training for techniques.

19. Problem-solving activities and tasks for creative thinking and effective solutions to given football situations.

Assessment Procedures

1. Practical assessment of gross motor skills and basic games skills.
2. Written test – knowledge and understanding of the game and selected rules.
3. Quizzes.
4. Assessment of work attitudes using tasks for individuals and groups.
5. Individual performance of skills in match situations
6. Selection and application of skills in game situations.
7. Group work – tasks that require combinations of skills.
8. Specified skill combinations in small groups – 3 vs 3; or 5 vs 5; for strategies and tactics.

Written tests

9. Multiple choice tests for terminologies tactics and strategies.
10. Matching components e.g. handball and penalty kick.
11. Labelling illustrations with symbols, description of players functions.
12. Questions that require short answers – definitions to term/ concepts and penalties.
13. Written questions about Rules 1- 5 of the game – infringement and penalties.
14. Evaluation of rules in play.
15. Panel Discussion on Current Events.
16. Fitness – exercises for endurance, speed and flexibility.
17. Questions and discussions on control of game.

18. Continuous assessment of course work at the end of each unit or specified time span to include written projects, performance of skills, strategies and tactics.
 19. Discussions for opinions, ideas, questions, general information about the game.
- NB Theory work 20%
 Course work 20% of the total grade
 Examinations and assessments 60%
 of the total grade.

List of student and teacher resources

1. Know the game – Soccer
Produced in association with Football Association
A & C Black Pub. Ltd.
35 Bradford Road
London WC1R 4 JH
2. Audio visual aids for coaching, techniques, strategies and skills.
3. Sports magazines and news clippings about the game.
4. Selected articles re players, coaches, tactics.
5. Resource personnel – teachers from other schools, outstanding players and coaches.
6. Links with football associations.
7. Soccer techniques, tactics and teamwork
Gerhard Bauer
Introduced by Franz Beckenbauer
Sterling Publishing Co, Inc.
New York
8. Newspaper clippings for general information.
9. Television and tapes – clips, features, documentaries, coaching refereeing.
10. Soccer – Coaching and Team Management by Malcolm Cooke, E P Publishing Limited 1992.

NETBALL

CURRICULUM GUIDES

GRADE 7, 8, 9

INTRODUCTION

The game Netball was invented in 1891 in America and was called basketball. There were no clear rules then, only the aim of scoring by shooting the ball through the basket, and the players made up whatever they needed while playing. The game as we now play it, is about 80 years old, and in becoming netball, has developed very differently from the common root in America which has become the modern game of basketball.

Netball is currently one of Jamaica's most popular sports, and our outstanding performance at international levels is not by chance. Since the game is basically one of catching and throwing on the move, and these skills we have mastered, our excellent performances are not surprising. The game is now being taught in all our schools.

CONTENT OF THE CURRICULUM GUIDES FOR GRADES 7,8, 9

1. Learning Outcomes – Psychomotor; Cognitive; Affective
2. Content outline -- list of themes/topics and sub-topics.
3. Scope and Sequence of Content
4. Methodologies/strategies
5. Assessment procedures
6. Student and Teacher Resources

GRADE 7

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Demonstrate competence in the basic skills with special emphasis on footwork rules in playing the game Netball.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify the netball and state its dimensions. • identify the netball court, name and position players/teams on court. • explain and demonstrate the terms attack, defence, pivot, feint, thrown, centre-pass, goal shooter, centre. • throw a ball to a partner who is running to the right or left of the thrower within three seconds. • receive a pass with one hand tended from a distance of not more than three feet away. • accelerate into a space after a given signal to receive a pass and perform a one two landing within the three seconds. • get free from an opponent within three seconds and move to a predetermined spot with the use of a sprint dodge. • attempt to repossess a shoulder pass from the thrower's end without lessening the three feet distance. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • illustrate a pattern of passes from centre circle to the shooting semi-circle. • demonstrate mastery of ball handling skills of throwing and catching. • execute the movement skills, stepping, walking, running, jumping, leaping and landing. • demonstrate the ability to combine movement and ball handling skills. • apply effectively the techniques of dodging and marking and pivoting. • exhibit as it relates to footwork, throwing and catching on the run, shooting, dodging and marking. • demonstrate as team captain the ability to select a team and position the players on the court. • explain how to apply the skills and rules learnt in a game of netball. • apply rules specific to Netball. • show willingness to work in groups. • show willingness to practise Netball skills in order to improve. 	

GRADE 7

CONTENT OUTLINE

1. Basic ball handling skills
throwing and catching using all passes
2. Movement Skills - Landing
 - (a) Landing
 - (b) Pivoting
3. Basic movements or techniques
 - (a) Sprinting
 - (b) Sprinting and stopping
4. Dodging and Marking
5. Organization skills
6. Group dynamics
7. Group and competitive games

GRADE 8

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Demonstrate the simple game strategies by using combinations of attacking and defending skills with special emphasis on contact rules.</p> <p>Play full competitive game with the application of rules.</p> <p>Have knowledge of history of the game as well as current events related to netball through group discussions, forums and debates, research.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • research media and prepare given topics for class discussion, individual reports, paper presentation. • demonstrate the ability to argue constructively on given netball topics that are current. • perform umpiring and scoring tasks. • display knowledge of basic rules and their application. • gain possession of the netball from a pass at the receiver's end of the throw. • use personal space to receive a pass. • respond to teammate / partner's request/cue for how to throw a ball in a given space. • execute from a predetermined pattern of play, with not less than six passes, a series of passes from a player at backline of the defending third to a teammate in the attacking Goal Circle in order to score a goal. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • perform the “one to one” defence strategy in an attempt to regain possession of the ball from an opposing team pattern of play in the defending third in a predetermined plan. • move into space to receive a pass at a specific time and place, in order to keep possession of the ball. • make the centre pass. • demonstrate the ability to land on two feet, one, two and pivot. • demonstrate the ability to <ul style="list-style-type: none"> (a) Dodge and mark (b) Intercept (c) Shoot • demonstrate strategies to use 2 or 3 passes from centre to score a goal. • play full netball game. • demonstrate knowledge of the history of the game. • demonstrate knowledge of the rules of the game. • know the meanings of terms used in the game. • identify body parts used in executing body movements. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p data-bbox="714 221 1222 255">Students should show willingness to:</p> <ul data-bbox="714 298 1222 525" style="list-style-type: none"><li data-bbox="714 298 1118 332">• work with others in groups.<li data-bbox="714 335 1222 406">• share responsibilities for others and for equipment.<li data-bbox="714 409 1191 449">• use the playing space effectively;<li data-bbox="714 452 1166 525">• support others where necessary during and after game.	

GRADE 8

CONTENT OUTLINE

1. Ball handling skills: - Throwing and Catching.
 - a) All passes done in Grade 7
 - b) Introduce the lob pass
2. Catching
 - a) using both hands and one hand.
3. Footwork
 - a) landing on both feet, simultaneously;
 - b) one-two landing;
 - c) pivoting – keeping landing foot grounded.
4. Dodging
 - a) sprint dodge;
 - b) single feint dodge;
 - c) double feint dodge;
 - d) sprint forward and change direction.
5. Shooting
 - a) static shot;
 - b) step forward and shoot
 - c) landing one, two and shoot.
6. Tactics of the Game
 - a) practising centre passes, toss up, and throw in.

7. Rules of the Game

- a) Penalties given for different types of infringements, e.g. a free pass is given for all infringements except personal contact or obstruction. A Penalty Pass is given for personal contact and obstruction.
- b) The full Game situation with emphasis on tactics, rules of the game.
- c) Umpiring
- d) History of the Game: - origin and development.

GRADE 9

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Exhibit new learnings including an advanced approach to mental and physical skills training and the intent to improve what was learnt in previous grades.</p> <p>Exhibit the capacity to cope with new and varied skill difficulties and to cooperate with others in regular practice in order to refine techniques.</p> <p>Demonstrate commitment to the knowledge of all rules of the sport in order to appreciate the roles of being an official and/or spectator.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> repossess a ball at the receiver's end without employing a one on one defence. reduce significantly the available time of the opposing team to score a goal. force an opposing team to get a "held ball" call from the umpire. reduce/restrict the dominant contribution of an opposing team member. use the provisions of the footwork rule to advantage in order to reduce the pressure created by the opponent's ability to defend. illustrate a circuit of movement with not less than five locomotory and two non locomotory activities for increasing speed and strengthening footwork. describe appropriate meals to be eaten three hours before playing in a netball match. use diagrams to explain the process of scoring in a game of two halves. list the steps used by an umpire to resolve a situation involving the simultaneous action of two players. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • develop a portfolio of netball games in which they participated, observed or read about. • explain the umpire's call for personal contact infringement. • demonstrate mastery of learnt skills, and apply strategies under match conditions. • play competitive matches for school or clubs. • develop and follow a training program to maximize skills in a match. • demonstrate Tactics of the Game including: <ul style="list-style-type: none"> a) attacking from the centre; b) passing down court; c) circle tactics; d) tactics at throw on; e) tactics at toss up. • identify skills demonstrated in a match described to them. • identify and discuss problems and possible solutions which occur during and after a match/game. • name the skills associated with landing and catching. • identify the strengths and weaknesses of each other as players. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • display knowledge of history of game of netball. • interpret and translate some rules. • justify the decisions of officials in scoring, umpiring and at the three seconds counts. • write descriptively about a netball game in progress. • explain the social impact of netball on their own society. • provide opportunities for others to excel in a game. • encourage responsibility and good sportsmanship among players. • use space effectively and intelligently. • support each member of the team. • show willingness to create original cheers to encourage a team which they support. • show willingness to play with others of different abilities. 	

GRADE 9
CONTENT OUTLINE

1. Theory
2. Current Events
3. Conditioning
4. Ball Handling Skills
 - (a) Passing – All Passes
 - (b) Catching – All Types
5. Movement Skills
 - (a) Land, pivot, balance
 - (b) Dodging/Changing Direction
6. One on One Basic Defence
 - (a) Which move to make
 - (b) Where to make it
 - (c) Act/head
 - (d) When to pass
Where to pass
Which pass to make
7. Defending Skills
Decision
Vision
Body movements
8. Attacking Skills
9. Creating Leads and Create Space
10. Goal Shooting
Shooting Styles
Technique
11. Positional Play and Game Strategies

GRADE 9

Learning skills

Group work is recommended for Grade 9 students who like variety and challenge. All students should be occupied all the time.

1. Discuss the nature of the game and demonstrate important features
2. Formulate concepts about the game.
3. Revise through new combinations the movements and skills learned in Grades 7 and 8.
4. Use variety and add new dimensions to skills.
5. Practise skills in sequences created by the students.
6. Use activities that simulate game situations and which are created by the students.
7. Make decisions about how, when, where and why to use skills.
8. Create strategies for attacking, defending and shooting.
9. Understand and master Netball skills, e.g. footwork and the throw in – by mastering the correct movement skills which must be learned within the framework of the rules.
10. Develop individual movement sequences, e.g. land, balance, step and throw, land pivot and throw to reinforce knowledge and encourage effective application of game skills.
11. Select or create modified game situations or games to improve the skill level of the players, e.g. circle ball or a game using one third of the court, adding rules as players improve.
12. Identifying the playing area of each player. Defining with chalk the area of most responsibility within the playing area as well as areas of back up and recovery. Ask players in specific areas – shooting circle or centre third to develop strategies of play for the area of most responsibility and to demonstrate what could happen in their areas of back-up and recovery.
13. Creating strategies for defending the pass at the throwing and or recurring end.
14. Developing activities to improve the accuracy of aiming and shooting.
15. Learning how to umpire; manage equipment and facilities; and to coach, and to accept responsibility.

Methodologies and Strategies

The following are suggested methodologies and strategies that can be used to develop skills in the game netball. The list is not exhaustive.

1. Use of group activities to facilitate team cohesion and organisational skills.
2. Guided, practised skill sessions which are organized to include warm up drills, ball handling skills (with repetition) and additional challenges of increased speed, reduction of time and variation in distance.
3. Observation of techniques for refining basic skills
4. Class/group discussions and explanations on Netball events, playing positions and roles.
5. Lead-up games and minor games to reinforce skill/technique sessions.
6. Game situations modified to fit tasks taught in skill training.
7. Viewing demonstrations of the ideal skills aided by teacher/student or invited resource personnel.
8. Visits to libraries and game events.
9. Discussions and explanations, game terminology and rules.
10. Reading newspaper reports on the game.
11. Interviewing a senior grade player for views and opinions.
12. Developing and presenting own scrap book, visual aids, profiles and portfolios on the game.
13. Creating own lead-up games.
14. Umpiring games.
15. Viewing videos on the game.
16. Creating patterns for play.

Enhancement / Enrichment Activities (Advanced)

1. Scoring 5 goals in 3 minutes.
2. Identifying ways of improving relationships between schools.
3. Demonstrating skills to other students.
4. Writing short commentaries.
5. Verbal description of games.
6. Researching topics e.g.
 - i) Drug abuse and the athlete;
 - ii) Indiscipline in sports.
7. Debates.

Assessment procedures

This should include practical and theoretical assessment throughout the programme.

1. Practical assessment of performance skills and specific objectives at the end of each unit of work.
2. Assessment of the application of skills and of given challenges e.g. throwing a ball to a team player who has an opposing player marking her right side.
3. Making umpires' score cards, school bibs, improvised balls.
4. Making diagrams to illustrate patterns of play e.g. passes from centre to goal using players other than WA to receive a centre pass.

Written tests

1. Written tests may be given to:
 - a) Show knowledge of rules of the game, the players and their playing positions, the measurement of the court, equipment.
 - b) Discuss decisions and penalties given by the umpire.
2.
 - a) Explain coaching points that are necessary.
 - b) Answer questions about umpiring, e.g. scoring, decision for infringements and penalties.
 - c) Test knowledge of specific rules of the game: e.g. personal contact, contact, free pass, penalty pass, obstruction, over a third, moving with the ball.
3. Comment on certain aspects, of senior league matches e.g. pattern of passing from centre, passing from one goal to another, the positions of players at a toss up in goal circle, shooters.
4. Explain the duties of the captain and players; hosting a team during and after a competition.
5. Get opinion on indiscipline and sports.
6. Get opinions on substance abuse in sports.

Resources for Students and Teachers

1. Jamaica Netball Association personnel to give talks on specific rules or aspects of the game.
2. Visual and audio-visual sources including films and film strips on skills and tactics of the game.
3. Jamaica Netball Association Rules Book and Umpires Guide. Books published by the All England Netball Association, e.g.
 - a) Rules Book;
 - b) Hints to Umpires;
 - c) Hints to Coaches;
 - d) Know the Game Netball.

N.B. Obtainable from the Jamaica Netball Association.

4. Jamaica Netball Association Umpires Course – Written Test (3 & 4 available from the Jamaica Netball Association).
5. Preparing students to observe and analyse intramural and extra-mural competitions. Watching school matches and senior league matches
6. Book shops.
7. School Libraries.
8. Jamaica Netball Association umpires courses and coaching clinics.
9. Talking to senior league/national players in the community.

SELF-EVALUATION GRID FOR SKILLS & STRATEGIES

	Very Good 9-10	Good 7-8	Fairly Good 5-6	Satisfactory 3-4	Weak 1-2
Throwing					
Catching					
Landing					
Dodging					
Marking					
Defending					
Attacking					
Shooting					

TRACK AND FIELD
CURRICULUM GUIDES
GRADES 7, 8 & 9

Content of Curriculum Guides for Grades 7, 8, 9

1. Attainment Targets – Psychomotor; Cognitive; Affective
2. Content Outline
3. Scope and Sequence of Content
4. Methodologies and Strategies
5. Assessment Procedures
6. Student and Teacher Resources

TRACK AND FIELD **GRADE 7**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Students should apply the techniques, skills and competition rules specific to running, jumping and throwing, apply these techniques and skills to other events and participate in competitions and performances.</p>	<p>Student should be able to:</p> <ul style="list-style-type: none"> • participate in physical activity for the purpose of improving physical fitness. • correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility and cardiovascular function. • analyse potential risks associated with Physical Fitness. • perform continuous running over set distances. • combine at least 2 team games to develop skills (taught). • identify the exercises that can be used to develop good sprinting form. • demonstrate the techniques of high knee lifts. • master the techniques of the starts. • demonstrate the skill of running in a straight line and in lanes. • demonstrate the correct coordination of arms and legs while running. • perform the relaxed style of sprinting. • identify respond to the commands for the standing and crouch starts. • accelerate and decelerate safely while sprinting. 	<p>physical fitness muscular strength cardiovascular endurance flexibility continuous running sprinting high knee lifts coordination relaxed style start crouch start; standing start accelerate decelerate sprinting</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Student should be able to:</p> <ul style="list-style-type: none"> • revise and perform the technique of the downsweep and upsweep methods of change. • demonstrate in relay races the exchange of batons. • demonstrate the run up, take off, flight and landing for the long jump. • demonstrate the long jump technique. • perform the run up, flight and landing of the High Jump. • differentiate between the long jump and the high jump. • choose to exercise for enjoyment and training benefits. • explain and demonstrate the steps taken for putting the shot. • demonstrate the putt. • perform drills for the development of the discus throw. • throwing of the discus using appropriate techniques. 	<p>downsweep baton change upsweep baton change relay race run up, take off, flight, landing long jump principles of training conditioning training benefits putting the shot discus throw drills</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Write and explain terms, rules and conditions governing track and field activities.</p>	<p>Student should be able to:</p> <ul style="list-style-type: none"> • show willingness to master the techniques for sprinting, running, throwing and jumping. • value the contribution of their peers. • participate and compete in track and field activities. • show willingness to train with others to develop athletic skills and master techniques. • explain and write the concept of sprinting • state reasons for running with high knee lifts • describe the steps necessary to complete the visual and non-visual baton pass. • identify principles of training and conditioning for physical activity. • explain and demonstrate the stages taken to complete the discus throw. 	

GRADE 7
CONTENT OUTLINE

Themes
Conditioning
Jogging
Running
Sprinting

- | | | |
|-----|--|---------|
| 1a. | Conditioning | 2 weeks |
| | a) Components of Physical Fitness | |
| | b) Value of Physical Fitness to include: | |
| | i) strength and endurance, speed, power | |
| | ii) flexibility | |
| | iii) stretching | |
| 1b. | Jogging | |
| | a) interval running | |
| | b) low knee lifts | |
| | c) arm and leg coordination | |
| | d) circuits to include the above activities | |
| 2. | Running | 3 weeks |
| | a) at different speeds and distances | |
| | b) bio mechanics to include running using medium and high knee lifts | |
| | c) running with trunk inclined slightly forward | |
| | d) arm and leg coordination | |
| | e) shuttle runs 30-50 metres | |
| | f) prancing | |
| | g) bounding | |

- h) reaction drills for short distances
- i) combination of walks/abcd/jumps paces at set paces for endurance
- 3. Sprinting 2 weeks

Sprint drills 50-60 metres; development of arm action from a walk to a jog to a sprint.

 - a) Use of the start and the difference between different starts.
 - b) The start – crouch start with and without blocks.
 - c) Speed development to include the importance of the blocks.
 - d) The finish.
- 4. Relays 2 weeks
 - a) Types of relays – running with the baton.
 - b) Baton change passing and receiving the baton.
 - c) Relay boxes or change over areas.
 - d) Importance of boxes.
- 5. Long Jump
 - a) Kangaroo jump.
 - b) Jumping over ropes and obstacles, through hoops.
 - c) Standing broad jump.
 - d) Run up, take off and landing
- 6. High Jump
- 7. Shot Put
 - a) Types of Put
 - b) The Put

8. Discus

a) Types of Throw

b) The Throw

GRADE 8

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Students should be able to apply the skills and techniques and competition rules to running, jumping and throwing activities and take part in competitions.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • revise the components of physical fitness as they apply to track and field actions. • execute both the crouch and standing start races. • run in a straight line with strong balance leg and arm action. • demonstrate the non-visual and visual baton exchange. • finish races with proper technique. • run distances races with the proper techniques. • master the approach of high jumping. • demonstrate the basic technique of the Fosbury flop and the stradle. • master the approach for long jumping. • demonstrate the proper take off, flight and landing in long jump. • demonstrate the basic hang technique in long jump. • practice and master the training schedule for long jumping. • demonstrate rhythmic springing and hurdling over low obstacles. • run short races with hurdles. • execute the basic technique for putting the shot. • demonstrate the basic technique for throwing the discus. • participate in Track and Field activities and competition. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Students should be able to apply the skills and techniques and competition rules to running, jumping and throwing activities and take part in competitions.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the rules governing the events taught. • identify the techniques used in the events taught. • describe the relationship between the take off in Long Jump and the take off in High Jump. • explain the use of check mark in the sprint relay. • design their own training schedule for individual performance. • be aware of the importance of team work. • demonstrate dedication and determination in training for an event. • willingly carry out their own training schedule with supervision. • show joy and excitement for track and field activities. • show willingness to listen to direction and simple explanations. • practise the components of Physical Fitness. • discuss and demonstrate the terms 'aerobic' and 'anaerobic'. • relate the relevance of physical fitness to performance . . . • explain the terms 'fatigue' and 'stress'. • relate fitness levels to injuries and sports. • demonstrate basic knowledge of the history of Physical Education in Jamaica and world-wide. • research interview and relate current and international sporting events and discuss their effect on society. 	

**GRADE 8
CONTENT OUTLINE**

1. Review of skills which are applicable to the new experiences and activities.
2. **Theory-**
 - a) Track and Field
 - i) Famous athletes
 - ii) The Olympics
3. **Conditioning**
 - a.) strength and body development
 - b) coordination
 - c) speed development
4. **Distance Running**
5. **Sprint**
6. **Relays-as in Grade 7**
 - i.e. baton change over, change over zones
 - i) non-visual down sweep pass
 - ii) concept of check mark
 - iii) rules governing relays.
7. **High Jump**

Revise the basic skill of both the straddle and the Fosbury Flop.

 - a) Fosbury Flop

Repeat and master the skills of :

 - i) run-up and take-off
 - ii) flight and landing
 - iii) rules governing

Continue with conditioning throughout the year.
Use drills and minor games to develop the skills.
8. **Long Jump**

Revision of Basic skills for the long jump which was done in grade 7

 - a) run-up
 - b) flight and landing
 - c) design technicality of the run-up length
 - d) combine all of the above to do a complete jump.

Students should also have a clear understanding of the rules governing this skill.

9. Hurdling

- e) introduction to hurdling
- f) rhythmic sprinting

9. Discus

10. Shot Put

11. History/ Current Events

Grade 9

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY
<p>Pupils should show mastery of advanced techniques in running, jumping and throwing events and so improve their performance in competitive situations.</p>	<p>At the end of the term students should be able to:</p> <ul style="list-style-type: none"> • revise all skills and techniques for running, throwing and jumping events which were taught in grade 7 and 8. • continue the development of the body by using conditioning exercises and drills. • build on motor fitness by the practise of co-ordination, speed, power and agility. • effectively assess, achieve and maintain physical fitness. • describe and explain how the different components of physical fitness are developed. • list at least 5 rules governing the events done during the term. • give oral and written account of the develop of our high school championship • show understanding of Track and Field in terms of: <ol style="list-style-type: none"> a) history b) current events c) socio-economic culture d) the development of the Olympiads. • apply the strategies/activities appropriate to their chosen event. • demonstrate balanced action of arms and legs to improve stride frequency. • increase power and range of running action in drive and recovery. • use the drive efficiently to apply and extend their running. • demonstrate fluency in running speed during the exchanges of locations in 4 x 100 m relays. • exchange batons without risk of collisions. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY
<p>Pupils should show to mastery of advanced techniques in running, jumping and throwing events and so improve their performance in competitive situations.</p>	<p>At the end of the term student should be able to:</p> <ul style="list-style-type: none"> • distinguish between the pattern of running 4 x 100 m relays. • demonstrate the ability to run middle and long distance races with easy, long and steady strides. • train in order to acquire peak form for long distance running in competitions. • demonstrate well-developed skills and techniques for the Fosbury Flop. • continue to increase their self-motivated training plan for the Fosbury Flop. • justify the importance of training by following the schedule set for throwing events. • combine training and skills development to accurately throw the discuss and shot put. • demonstrate the basic technique for putting the Shot. • demonstrate the basic technique for throwing the Discus. • participate in competitions for all events at class, grade, house, extramural, parish and national competitions. 	

Grade 9

CONTENT OUTLINE

- a. Conditioning
- b. History of Track and Field in Jamaica
- c. The Olympiads
- d. Current Events
- e. Track and Field – Impact on Socio/Economic Culture
- f. Sprinting
- g. Long and Middle Distance running
- h. Hurdling
- i. Long Jump
- j. High Jump
- k. Discus
- l. Shot Put

Grade 9

Scope and Sequence of Content

- 1. Conditioning**
 - a. Muscular endurance
 - b. Agility; power
 - c. Flexibility
 - d. Strength and speed

- 2. History of Track and Field**
 - a. History of track and field
 - i) in Jamaica
 - ii) world-wide
 - b. Olympiads
 - c. World championships
 - d. Current events
 - e. Political/Socio/Economic Effects on Society

- 3. Sprinting / Long and middle Distance Running / Hurdles –**
 - a. Sprinting technique revised to include starts
 - b. Running over short distances at high speed
 - c. The chest finish
 - d. Track events
 - e. Rules
 - f. Development of training schedules

- 4. Relays (4 x 100 – 4 x 400 – 4 x 800)**
 - a. Revision of up sweep and down sweep passes of the baton
 - b. Use of check mark and acceleration zones
 - c. Crouch start with blocks and baton
 - d. Maintenance of baton speed and mastery of the change over
 - e. Rules governing acceleration zones and change.

5. Long Jump

Basic stops for Long Jump revised.

- a. Run fast
- b. Take off
 - i) head position
 - ii) flash back
 - iii) take off leg (extension)
 - iv) free leg position
 - v) use of arms and legs
 - vi) take off on board
- c. Types of Long Jump
 - i) sail
 - ii) hang
 - iii) one stride hitch kick
 - iv) two stride hitch kick
- d. Changes on the approach run
 - i.e. speed, posture, rhythms, accuracy flight
 - i.e. speed in the approach + lift as take off + efficient Landing = Distance
- e. Rules governing

6. High Jump

The Fosbury Flop

- a. Revision of all phases of the jump
 - i) approach
 - ii) prep for take off
 - iii) take off
 - iv) flight
 - v) rules

7. Shot Put

- a. Safety measure
- b. Lead up drills
- c. Grip and stance
- d. Frontal put and follow through
- e. The glide phase introduced
- f. Rules

8. Discus

- a. safety measure
- b. Grip and release of the index finger
- c. Standing frontal throw
- d. Throwing from a power (combination of components)
- e. Follow through
- f. Rules

Methodologies and Strategies

The use of the following suggested methodologies/strategies should facilitate learning.

1. Directed drill – e.g. acceleration run 30-50 metres.
2. Demonstration:
resource persons, trainer or outstanding athlete.
3. Use of visual aids – for skills techniques (films, internet, computer software etc.)
4. Suitable lead up or minor games.
5. Good time phasing.
6. Discussions with emphasis on questions and answers from both learners and teachers.
7. Reviewing/assessment live or taped events.
8. Reinforcing through praise, emulation, enjoyable activities.
9. Interviews (sportsperson e.g. Courtney Walsh, Adams, Deon Hemmings, Jhanelle Atkinson, etc., Sponsors e.g. Lasco, Matalon).
10. Research (athletes).
11. Group work / leadership.
12. Communication tasks especially written should always be given.
13. Projects (groups).
14. Assignments (current events, rule application).
15. Demonstration, discussion and explanation of skills and techniques.
16. Exploration and experimental work processes.
17. Drills in skills, tactics and strategies
18. Analysis of skills, tactics and strategies.
19. Audiovisuals for coaching points and techniques.
20. Research.

21. Application of skills and techniques individually on in groups.
22. Peer and self-evaluation by students to improve timing and refine skills.
23. Simulated situations to combine/perform skills and tactics.
24. Competitions- Class, House, Interschool, Regional and National.

Assessment

Assessment should be an ongoing exercise.

Example, were the students able to:

1. Perform accurately each given skills for sprinting.
2. Apply skills through minor or major games.
3. Give definitions (orally/written).
4. Answer questions based on content.
5. Demonstrate the run up, take off and landing in the long jump and high jump.
6. Putt the shot successfully.
7. Throw the Discus successfully.
8. Make proper exchange of baton in relay races.

RESOURCES

Texts

1. The Throws Manual, 1991,
Dr. George Dunn and Kevin McGill
TAF News Press
2570 El Camino Real, Suite 606
Mountain View, CA 94040, U.S.A.
SBN 0-911521-31-3
2. Track and Field Omnibook, 1985, 4th ed.
Ken Doherty
TAF News Press
P.O. Box 296
Los Altos, CA 94022, U.S.A.
SBN 0-911521-14-3
3. Sport Examined 1986
Paul Beasel, John Taylor
Macmillan Education Ltd.
Hound Mills, Basingstoke
Hampshire, RG21 2X5
ISBN 0-33-35435-4
4. Introduction to Coaching Theory 1991
Peter Thompson
The International Amateur Athletic Federation
3 Hans Crescent, Knightsbridge
London SW1X 0LN
England
ISBN 1873574-01-0
5. Physical Education and Sport
Charles A. Bucher and Nolan Thaxton
The CV Mosby Company 1985
11830 Westline Industrial Dr.
St. Louis, Missouri 63141
U.S.A.
ISBN 0-8016-876-7
6. The Jumps 1991
Jess Jarver
TAF News Press
2570 El Camino Real, Suite 606
Mountain View, CA 94040, U.S.A.

7. Basic Coaching Manual 1991
Jose Ballesteros
The International Amateur Athletic Federation
3 Hans Crescent, Knightsbridge
London SW1X 0LN
England
8. The IAAF Handbook
The International Amateur Athletic Federation
3 Hans Crescent, Knightsbridge
London SW1X 0LN
England

Magazines

1. Track Technique from TAF News Press
2. The Athletics Quarterly from IAAF
3. Sports Focus from MRC Services Ltd., 2 Easton Avenue, Kingston 6, Jamaica.

Institutions

Institute of Jamaica

Institute of Sports, Independence Park

Jamaica Amateur Athletic Association
Independence Park Sports Complex

G.C. Foster College of Physical Education & Sport
Angels. Spanish Town P.O., St. Catherine

Video Cassettes/Sequence Photo Charts

Television Jamaica
South Odeon, Kingston 10

The International Amateur Athletic Federation
3 Hans Crescent, Knightsbridge
London SW1X 0LN
England

Personnel

National representatives (past and present)
Lectures at Teachers' Colleges (in related fields)

Seminars/Workshops

JAAA Seminars before Boys and Girls Championships
Ministry of Education Summer workshops
IAAF Development Seminars

Radio Talk Shows

Materials

Equipment

High jump bar

Relay batons

Discus

Shot

Substitute

Taunt rope

PVC pipes, smooth sticks

Circular piece of board with bevelled edge

Softball

VOLLEYBALL
CURRICULUM GUIDES
GRADES 7, 8, 9

CONTENT OF THE CURRICULUM GUIDES FOR GRADES 7, 8, 9

1. Attainment Target Objectives – Psychomotor; Cognitive; Affective.
2. Content Outline – a listing of themes/topics and sub-topics.
3. Methodologies/Strategies
4. Assessment Procedures
5. Student and Teacher Resources

GRADE 7

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Students should:</p> <p>Design and play small group games in order to develop volleyball skills for basic offensive and defensive play during matches.</p> <p>Extend the skills and principles learned in earlier years to develop techniques and tactics which are applicable in a game of volleyball.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how the game of volleyball was developed. • describe court dimensions, number of plays and playing areas, for the game of volleyball. • read and research on current events related to volleyball. • trace through illustration the passage of a ball from serving to match point. • name the passes used in a game of volleyball. • perform activities for strength, fitness and flexibility. • move into correct position with hands and elbows up prior to hitting the ball and continue to hit ball with fingers and thumb. • move into correct position prior to executing the pass. • demonstrate the correct footwork for the volley pass. • demonstrate the volley pass in small sided games, in drills and game situation. • demonstrate the basic technique for the dig pass. • perform practice drills to develop the dig pass 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate the dig pass in game situations. • demonstrate the dig pass in three directions: forward, backward and sideways. • name and demonstrate the different types of serve. • apply the underarm serve. • practise the underarm serve in drills and small sided game. • combine the dig pass and underarm serve in selected activities and game situations. • demonstrate the basic principles of volleyball in passing with hands and feet. • play full game in match situations. • describe the basic principles of the volley pass, dig pass and of the underarm serve. • explain why conditioning is a necessary element in the preparation of the body for any activity. • discuss factors that influence performance of skills. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • show a concern for others and for their safety as they move on the playing area. • show willingness to help others. • show willingness to assess and discuss their strengths and weaknesses in order to build on or correct them. 	

GRADE 7

CONTENT OUTLINE

1. Conditioning
 - a) Strengthening exercises
 - b) Flexibility exercises
 - c) General fitness activities
 - d) Agility exercises
2. Introduction to Volleying – The Volley Pass
 - a) Accuracy of Volley
 - b) Positioning and decision making
 - c) Judgement of angles and distances
3. The Dig Pass
 - a) Body position
 - b) Movement to play the ball
 - c) Low arm angle
 - d) High arm angle
4. Service
 - a) Types of Serve
 - b) Underarm serve - changing direction
 - c) Introduction to the tennis serve
5. Introduction to the rules of Volley Ball

GRADE 8

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Students should:</p> <p>Demonstrate increased defensive and offensive skills and strategies for volleyball in small sided and full game situation.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • cooperate with others in regular practice to develop the skills of volleying, the dig pass and the serve. • report on current events which are related to Volleyball. • analyse volleyball matches and demonstrate knowledge of the JVA. • perform exercises to develop strength, endurance, flexibility and speed. • improve performance by circuit training, interval training and flexibility exercises. • demonstrate mastery at the skills of volleying in small sided and full game situation. • demonstrate the ability to perform all 3 phases of the volley pass. • demonstrate correctly the Dig Pass. • perform the basics of the Smash and the Block. • refine and use correctly the Underarm Serve. • demonstrate mastery of the Underarm Serve. • perform the Tennis Serve at different speeds. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate correctly the rotation for the serve in game situations. • combine Dig Pass and the Underarm Serve successfully four out of six times. • learn and demonstrate the Tennis Serve. • demonstrate the Tennis Serve in Lead Up games and drills. • perform the Underarm Serve and Tennis Serve successfully three out of five times. • demonstrate all skills learnt in mini match situation. • apply rules in game situations. • list and describe the components of passes and serves. • make decisions when to use passes and serves in game situations; • identify the volleyball court and playing areas and the relationship of players to zones. • describe the correct position of the fingers and hand as used to complete a volley. • explain the difference between the performance of individual skills and teamwork. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • show a positive attitude towards the game and players. • show respect for the space, function and opinions of others. • show willingness to play as a member of a team. 	

GRADE 8
CONTENT OUTLINE

1. Current Events
2. Conditioning
 - a) endurance activities;
 - b) strength development;
 - c) flexibility;
 - d) activities for developing trust and confidence;
 - e) agility, coordination and speed.
3. The Dig Pass
 - a) to the various zones;
 - b) in motion.
4. The Smash and Block
5. Serving
 - a) underarm serve;
 - b) tennis serve; to different positions.
6. Volleying
7. Rules
8. Games

GRADE 9

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<p>Students should:</p> <p>Demonstrate refined techniques, tactics and strategies in competitive play and increase them for more consistent and effective performance in volleyball.</p> <p>Demonstrate more commitment to understanding and knowledge of all rules governing the sport of volleyball.</p> <p>Exhibit tolerance and capability for different roles in the game of volleyball.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • design an appropriate training programme for individual fitness. • complete research project on Volleyball. • show by illustration, at least two playing patterns used for volleying. • illustrate at least one pattern used to make a dig pass. • demonstrate to a younger group of students, the position of hands for the dig pass. • assist in the training of younger group of students, for the game of volleyball. • have current event discussions and panel debates in groups. • perform conditioning exercises to develop strength, endurance, speed, flexibility and power. • show mastery at the Volley and Dig Pass. • demonstrate mastery of the Underarm and Tennis Serves. • demonstrate competence in Setting, Spiking and Blocking. • apply rules in game situation. • listen and respond to voice instruction, whistle, coaching skills. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<p>Students should be able to:</p> <ul style="list-style-type: none">• accept constructive criticisms from peers.• produce a portfolio on Volleyball games participated in.• apply tactics and strategies in game situations.• list the steps used by an umpire to resolve offences committed in a game.	

GRADE 9
CONTENT OUTLINE

1.	Conditioning	2 weeks
2.	Setting	3 weeks
3.	Spiking	2 weeks
4.	Blocking	3 weeks
5.	Rules of the Game	1 week
6.	Game	1 week

Scope of Content

1. Conditioning
 - a) to increase the working capacity of the body – use static stretches,
 - b) strength,
 - c) flexibility – suppleness to increase the functional capacity of the range of joint movements for easy flexion and bending,
 - d) endurance – for stamina, cardio-respiratory fitness and control of pulse rate.
2. Setting
 - a) high outside set in 2s;
 - b) medium outside set in 2s;
 - c) high back set drill in groups of 2 or 3;
 - d) quick set drive in 2s – attacker and setter.
3. Spiking
4. Blocking
5. Application of Rules in Game situation

Methodologies and Strategies

1. Show and tell – skill development.
2. Copying – emulating the best performers.
3. Observation – good techniques.
4. Demonstration – skills and strategies.
5. Individual and group work – skill development and coordination.
6. Questions and answers – information and test of knowledge.
7. Projects and research – enrichment.
8. Competition – test of skill, application, enjoyment and practice.
9. Guided practice of - skill sessions, organized to include warming up drills, ball handling and footwork, with repetition.
10. Repetition – with variation and depth – of the correct form.
11. Coaching – while practice is in progress.
12. Individual and group work for development of skills. Begin group work with 2s and 3s before using larger groups. Consider levels of ability when using group work.
13. Questions and answers – encourage the class to seek information and solutions.
14. Game situations – Lead up games and whole game situation for skills practice in an enjoyable atmosphere.
15. Use the terminology of the game correctly.
16. Directed practice.
17. Partnering – one works, the other student coaches.
18. Group work
 - a) using sample activities for warming up;
 - b) lead up games;
 - c) strategies and tactics.

19. Discussion for clarification of and information about, skills.
20. Problem solving linked to strategies and tactics.
21. Observing the performance of skill coordinates in a game situation.

Assessment Procedures – Theory and Practice

1. Continuous assessment of Course Work.
2. Performance of skills – consider the components and/or phases of the skills.
3. Application of skills in game situations.
4. Short answer questions on terminology, rules and their application.
5. Written tests
 - a) current events;
 - b) knowledge and terminology;
 - c) rules of the game.
6. Practical assessment for:
 - a) skills, tactics and techniques;
 - b) performance in game situations;
 - c) team work during the game.
7. Presentation of training programmes.
8. Panel discussion on set project – presentation of scrap book.
9. Display of illustrations on bulletin board.
10. Assessment on coaching sessions for youngsters.
11. Quizzes on rules and skill applications.
12. Group demonstration on tactics and strategies in minor games and matches.

Student and Teacher Resources

1. **Know the Game**
 Volleyball
 Produced in Association with the All England Association. Education Publishing Ltd., Bradford Rod, East Ardsley, Wakefield, West Yorkshire WF3 2JN, England.
2. Film clips, video-tapes, television sports programmes – use guided observation and discussion.
3. Magazines, news clippings.
4. Resource personnel – teachers from other schools, outstanding players.
5. A class portfolio to which students add related material such as articles and photographs.
6. Volleyball Associations in Jamaica and elsewhere.
7. Sports magazines – for clippings, stories, criticisms, illustrations and pictures.
8. General review of relevant literature.
9. Intra-mural, extra-mural competitions and local championships for observation, analysis and execution of skills and strategies.
10. Scrap books kept by students.
11. Institutions, e.g. sports clubs and associations.
12. Print media - clippings, pictures, articles.
13. FIVB Coaches Manual 1 & 2.