

SECONDARY EDUCATION

PHYSICAL EDUCATION I

Syllabus

Unit 1

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1. UNIT PRESENTATION

Title

Physical fitness and health

Unit description

The unit begins with a brief presentation of what we understand by fitness and what its main components are, to immediately highlight the close relationship between the care and development of our physical capabilities and good health. Then the guidelines are established to achieve a good physical shape through theoretical recommendations and specific proposals of exercises to warm-up exercises and for flexibility and endurance, to improve posture and strengthen the muscles.

The unit closes with the section 'Creating a culture of movement', in which, together with the description of a traditional game, there are several considerations related to education on health and quality of life.

Through the various theoretical explanations, physical exercises and proposed activities; the intention is that the students acquire, understand and are able to benefit from the following knowledge:

- Physical fitness, its components and its close relationship with the quality of life.
- Warming-up.
- Flexibility and stretches.
- Endurance and its different types.
- Posture.
- Support muscles and how to strengthen them.
- Traditional games.

Schedule:

The timing assigned to this unit will be seven to eight weeks, including the development and implementation of individual and group tasks associated with it.

2. LEARNING OBJECTIVES

- Learn the essential components of the concept of fitness.
- Understand the basic needs of a good physical condition.
- Understand and value the relationship between physical condition and health.
- Recognise and appreciate the importance and effects of warming up.
- Learn to perform a good warm-up on their own.
- Know the factors that determine flexibility.
- Know the relationship between the degree of flexibility and state of health.
- Recognise the importance of stretching and learn how to do it safely.
- Know and distinguish between different types of endurance and their effects.
- Recognise the benefits of a good level of endurance.

- Understand the value of good posture and its relationship with the dynamic axis of the body.
- Keep a good posture in daily life activities.
- Know and apply the necessary care for the back and spine by strengthening the support muscles.
- Know the main support muscles and do exercises to strengthen them.

3. UNIT CONTENT – ASSESSMENT CRITERIA – GRADABLE LEARNING STANDARDS – CORE COMPETENCES

Core competences (CC): competence in linguistic communication (CCL), Competence in mathematics and basic competences in science and technology (CMCT), Digital competence (CD), Learning to learn (CAA), Social and civic competence (CSYC), Sense of initiative and entrepreneurship (SIEP) and Cultural awareness and expression (CEC).

Contents	Assessment criteria	Gradable learning standards	CC
Fitness <ul style="list-style-type: none"> - Importance and value of a good physical condition. - Definition of physical abilities. - Physical abilities and their relationship to health. Warming-up. <ul style="list-style-type: none"> - Delimitation of the concept of warm-up. - Methodological structure of warm-up. Flexibility and stretches <ul style="list-style-type: none"> - Factors that intervene in flexibility. - Relationships between health and flexibility. - Concept and value of stretches. Endurance <ul style="list-style-type: none"> - Types of endurance - Benefits of a good endurance. Posture <ul style="list-style-type: none"> - Concept of body posture and of the dynamic axis of our body. - Keeping a healthy posture. 	1. Learn the essential components of the concept of fitness.	1.1. They understand the basic needs of a good physical condition.	CCL, CMCT
	2. Understand and value the relationship between physical condition and health.	2.1. They recognise that the care of physical condition is essential to health.	CMCT, CAA, CD
	3. Recognise and appreciate the importance and effects of warming up.	3.1. They are able to perform a good warm-up on their own.	CCL, CMCT, CAA, SIEP
	4. Know the factors that determine flexibility.	4.1. They know how to identify the factors that determine the flexibility and can apply them.	CCL, CMCT, CAA
		4.2. They know the relationship between the degree of flexibility and the general state of health.	CMCT, SIEP
	5. Recognise the importance of stretching and learn how to do it safely.	5.1. They recognise the importance of stretching and are able to do it safely.	CMCT, SIEP
	6. Recognise the benefits of a good level of endurance.	6.1. They know and distinguish between different types of endurance and know how to apply them correctly.	CCL, CMCT, CAA
	7. Understand the value and importance of good posture and its	7.1. They maintain a good posture in daily life activities.	CMCT, CAA

Strengthening the Support muscles - Defining the structures responsible for posture. - Support muscles and how to strengthen them. - Responsible use of ICT in relation to Physical Education. - Using strategies to treat information, turn it into knowledge and apply it to different contexts, and participate actively in the learning process. - Show initiative and perseverance when it comes to sports and physical exercises and collaborative spirit when working in groups.	relationship with the dynamic axis of the body.		
	8. Know the main support muscles and be able to do exercises to strengthen them.	8.1. They know and apply the appropriate measures to care for the back and spine by strengthening the support muscles.	CMCT, CAA, SIEP
	9. Show initiative and perseverance when facing problems and defending opinions, and develop attitudes of respect and collaboration when working in group.	9.1. They show initiative and are constant when learning new knowledge and also when doing the exercises.	CAA, SIEP
		9.2. They participate and are willing to work in a team.	CSYC

4. SELECTION OF EVIDENCE FOR PORTFOLIO

The learning standards indicate the extent to which the assessment criteria have been met, in accordance with the descriptions and criteria set out. In order to track the development of each learning standard, students will be asked to provide evidence that demonstrates their progress for each criterion.

The assessment appendix provides a suggested evidence portfolio with which to demonstrate the learning standards attained. The following table proposes several possible options for providing this evidence. Teachers may substitute these for others they consider to be more relevant to the progress of their class.

Student's Book (SB)/Teacher's Guide (TG)

Gradable learning standards	Selection of evidence for portfolio
1.1. They know and understand the importance of maintaining good physical fitness.	- SB activity to list and describe the main components of fitness.
2.1. They recognise that the care of physical condition is essential to health.	- SB activities to imagine and describe fun ways of exercising and appreciate the advantages of doing it in a group. - SB exercises with proposals for running across country, dodging and practising different versions of basketball around the net.
3.1. They are able to perform a good warm-up on their own.	- SB activities on what is a good warm-up is and what its main phases are . - Search online and watch videos with the main basic general warm-up routines and simple warm-up exercises - SB exercises for a good warm-up.
4.1. They know how to identify the factors that determine the flexibility and can apply them.	- SB activities to explain why flexibility is and ability that decreases with age, what the factors are that determine it and the difference between agonist and antagonist muscles.
4.2. They know the relationship between the degree of flexibility and the general state of health.	- Looking on the Internet for basic principles for performing flexibility and stretching exercises.
5.1. They recognise the importance of stretching and are able to do it safely.	- SB exercises for flexibility and stretching.
6.1. They know and distinguish between different types of endurance and their effects.	- SB activities to explain what endurance is related to and what types of endurance can be distinguished. - SB activity to reflect on the benefits of having a good level of endurance. - SB exercises based on alternative sports to improve endurance.

7.1. They keep a good posture in daily life activities.	<ul style="list-style-type: none">- SB activities related with taking care of body posture, its relationship with the dynamic axis of the body and improving the way of walking.- Finding on the Internet videos to care for and protect body posture.- SB exercises to monitor posture, pay attention on how to carry the backpack and sit properly.
8.1. They know and apply the necessary care for the back and spine by strengthening the support muscles.	<ul style="list-style-type: none">- SB exercises to help abdominal, lumbar and cervical strengthening and take care of the back.- Find on the Internet simple exercises to strengthen your back.- SB exercises to monitor position, pay attention on how to carry a backpack and sit correctly.
9.1. They show initiative and are constant when learning new knowledge and also when doing the exercises.	<ul style="list-style-type: none">- Activities and exercises of the SB that require a particularly active attitude and personal initiative.
9.2. They participate and are willing to work in a team.	<ul style="list-style-type: none">- SB proposal to find out the rules and play traditional games.

5. COMPETENCES: DESCRIPTORS AND EVIDENCE

Competence	Descriptor	Evidence
<i>Competence in linguistic communication</i>	Distinguish and name each of the physical abilities and their components, as well as the main processes and actions associated with them.	They are able to correctly interpret orders of specific physical activities and instructions related to specific motor tasks.
	Understand the concept of 'posture' as a multilingual meaning.	They are able to distinguish the essential types of postures: personal and social.
	Develop linguistic competency by reflecting on language.	They are able to understand the Focus on English sections and develop their knowledge of the English language.
<i>Competence in mathematics and basic competences in science and technology</i>	Transfer learning and the knowledge acquired about physical fitness to natural environments, valuing the importance of sports and outdoor physical activities .	They act responsibly in outdoor physical activity environments, respecting nature and recognising its value as a source of life and health. They find Cooper's test on the internet and know how to complete it on their own.
<i>Digital competence</i>	Use digital tools for acquiring knowledge and the improving their physical condition.	They use the resources listed on www.anayadigital.com .
	Use different sources to search for information.	They find textual and visual information on the Internet, related to the content and exercises in the unit, and know how to apply it.
<i>Learning to learn</i>	Become increasingly more autonomous when applying their knowledge about fitness, emphasising the social-motor value of physical activities.	They are able to independently execute exercise routines and fitness game with social-motor content.
	Apply the rationalisation criteria to exercise, the weights and efforts required in such a way that they translate into the necessary competence for maintaining their quality of life.	They apply correctly their personal physical recovery periods by measuring their possibilities.

<i>Social and civic competences</i>	Recognise the value of the fitness activities as a good opportunity to establish new relationships and share space in the community environments where they are developed.	They work in groups with their classmates.
	Participate regularly in the social promotion of physical activity events organised by social institutions, to the extent of their knowledge and possibilities.	They value and practise social integration through games.
<i>Sense of initiative and entrepreneurship.</i>	Be socially responsible and ethical when working.	They plan their work, show initiative and interest in learning, and they work on their 'scientific curiosity'.
	Show personal initiative to initiate or encourage new actions.	They show initiative when organising sport activities.
<i>Cultural awareness and expression.</i>	Understand the artistic beauty of properly executed corporal movements.	They are careful to execute the different exercises correctly, taking pleasure in them.
	Recognise the value of outdoor activities as an opportunity to enjoy the natural environment and its beauty.	They show interest in activities that involve greater interaction with the environment and in excursions to places of natural interest.
	Understand and appreciate traditional games as examples of a cultural heritage that needs to be kept and transmitted.	They actively play traditional games.

6. TASKS

Student's Book (SB) / Teacher's Guide (TG) / Digital Resources (DR)

Task 1: We read the presentation of the unit and draw the attention of the students to what we are going to see, learn and practise it.

- The TG contains suggestions on general teaching methods, previous ideas, learning difficulties and the work process to be followed throughout the unit.
- The TG includes suggestions on teaching methods for the start of the unit.
- This reading activity is to be done together as a class, before soliciting the key ideas
- Read the 'Focus on English' section and work with classmates to discuss fitness.

Task 2: Physical fitness and its component parts

- The TG contains suggestions on teaching methods.
- This reading activity on fitness is to be done together as a class, before soliciting the key ideas
- Students search online for Cooper test tables and carry out the test.
- Students do the 'Check what you know' activities.
- Work as a group looking at the pictures and suggestions for exercises, do them and propose other activities.

Task 3: Know the importance of warming up and learn how to do it properly.

- The TG contains suggestions on teaching methods.
- This reading activity is to be done together as a class, before soliciting the key ideas
- Students do the 'Check what you know' activities.
- Students search online for information and videos on basic general warming-up.
- Students do the warm-up exercises described in the SB.

Task 4: Know the factors that determine flexibility and learn how to do different types of stretches.

- The TG contains suggestions on teaching methods.
- Students summarise the introductory information on flexibility and the need for muscle stretches.
- Students do the 'Check what you know' activities.
- Students search online for useful videos on practising flexibility and stretching on their own.
- Students describe step by step, with the support of the respective illustrations, the flexibility and stretching exercises in the SB.

Task 5: Endurance: types, benefits, and ways of improving it.

- The TG contains suggestions on teaching methods, what we want to do and how to work.
- Recognise the benefits of developing a good level of endurance.
- Students do the 'Check what you know' activities.

- Students search for videos online to learn exercises on how to improve endurance on their own.
- Using the pictures in the SB, students describe the advantages that certain alternative sports provide to develop endurance.

Task 6: Know the importance of body posture and learn how to take care of the spine and the back and walk correctly.

- The TG contains suggestions on teaching methods.
- Students summarise the information on posture and how to take care of the spine and the back that is included in the SB, and they do the 'Check what you know' activities in order to properly assimilate the contents.
- Students search for videos online to learn how to take care of and improve body posture.
- Using the pictures in the SB, students review the need to take care of their posture and the aspects related to it, such as the correct way to carry their backpack or the importance of sitting down correctly.

Task 7: Exercises to strengthen the support muscles.

- The TG contains suggestions on teaching methods.
- Read the information in the SB about the back, the spine and support muscles to clarify the basic concepts.
- Students search for videos online to learn how to strengthen their back.
- Students do the strengthening exercises proposed in the SB explaining each step with the help of the pictures.

Task 8: Value the importance of traditional games and learn how to play one of them.

- The TG contains suggestions on teaching methods for the 'Creating a culture of movement' section in the TG.
- Read the introduction of 'Traditional games' section and explain the rules to play 'The thread cutter'.
- Read and discuss the texts of 'Your health is up to you'. We can ask students to write a summary of the second one ('Listening to and understanding my body').

Task 9: Read a text on how to promote a healthy lifestyle and work with the text.

- Students read and discuss the text on how to promote an active lifestyle in the SB.
- Students do the activities indicated in the 'Working with the text' section in the SB.
- The teachers collect the activities for the student portfolio.

7. METHODOLOGY

The apparent methodological and didactic ease in the implementation of the contents of this unit, which, to a great extent, are related to the concept of physical education, should not lead us to establish monotonous routines that distort the value of the necessary knowledge about

physical fitness, nor turn it into an easy way to fill time. Instead, we must encourage the acquisition of knowledge and its assimilation, considering that they are essential for students to maintain a good quality of life, once their schooling is over.

In this sense, we should pay particular attention to the following aspects:

- Establishing regular exercise habits.
- Organising fitness activities.
- Affording particular significance to the content on health.

8. RESOURCES

The following support materials will serve to reinforce and broaden the study of the unit content:

- The Student's Book, dictionaries, field guides, encyclopaedias and digital consultation media, etc.
- Material to develop competences and tasks to train for tests based on them.

Digital resources

- Digital resources for teachers, which accompany the Teacher's Guide, and for students, to help reinforce their knowledge and expand upon the content studied.
- Web: <http://anayaeducacion.es>

9. ASSESSMENT TOOLS

- Tracking the continuous assessment of each student with various oral and written tests.
- Supervising the proposed physical exercises and assessing the attitude and interest shown in the classroom.
- Other resources (in the assessment tools appendix).

10. MEASURES FOR FOSTERING INCLUSION AND DIVERSITY

The 'Assessment tools' appendix contains a rubric with which to assess measures for fostering inclusion and individual or group diversity required throughout the unit.

11. SELF-ASSESSMENT FOR TEACHERS

The 'Assessment tools' appendix contains a rubric that teachers can use in order to carry out their own self-assessment.