

SECONDARY EDUCATION

PHYSICAL EDUCATION I

Syllabus

Unit 2

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1. UNIT PRESENTATION

Title

Learning to move

Unit description

The unit begins with a brief summary of what is meant by skills and motor skills and knowledge and development is established as the foundation of learning movements. Motor coordination and its role in governing the quality of our movements is explained, moving on to analyse in detail the characteristics of the other basic motor qualities: balance and agility.

The unit closes with the section 'Creating a culture of movement', in which, together with the description of a traditional game (in this case, 'the Chain'), there are several considerations related to education on health and quality of life focusing on the importance of keeping fit and adopting healthy habits.

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:

- Motor skills.
- Factors that intervene in motor skills.
- Motor coordination. Types of coordination
- Balance: its mechanisms and types.
- Agility: capacities that determine it and motor tasks to develop it.

Schedule:

The timing assigned to this unit is four weeks, including the development and implementation of individual and group tasks associated with it.

2. LEARNING OBJECTIVES

- Define basic skills and the factors involved in their development.
- Try out basic skills to assimilate new knowledge.
- Describe the elements that are essential in the quality of movement.
- Master accurate global coordination.
- Control segmental coordination efficiently.
- Know the functions of the balance mechanism.
- Master different types of balance.
- Know the physical abilities that are involved in the development of agility.
- Distinguish between different groups of activities that allow us to develop agility.

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
Motor ability. - Previously acquired motor skills. - Create global skills. - Factors that intervene in the motor ability.	1. Define basic skills and the factors involved in their development.	1.1. Define basic skills and the factors involved in their development.	CCL, CMCT
	2. Try out basic skills to assimilate new knowledge.	2.1. They are confident about previously acquired skills .	CMCT, CAA, SIEP
	3. Describe essential elements for the quality of movement.	3.1. They describe essential elements for the quality of movement.	CCL, CMCT
Motor coordination. - Coordination activities: exploring and experimenting - Types of coordination: overall coordination and segmental coordination	4. Master accurate global coordination.	4.1. They accurately master overall coordination activities .	CMCT, CAA, SIEP
	5. Carry out effectively segmental coordination.	5.1. They carry out effectively and safely segmental coordination activities.	CMCT
Balance - Control the body in balance situations - Functioning of balance mechanisms: experimenting - Types of balance: static and dynamic	6. Know the functions of the balance mechanism.	6.1. They know the functions of the mechanism to have a good balance.	CMCT, CAA
	7. Master different types of balance.	7.1. They easily master different types of balance, both static and dynamic.	CMCT, CAA, SIEP
Agility - Physical skills that determine our agility - Motor tasks to develop agility: movements, racing and jumping	8. Know the physical abilities that are involved in the developing agility.	8.1. They know the physical abilities that are involved in developing agility.	CCL, CMCT, CAA
	9. Distinguish between different groups of activities that allow us to develop agility.	9.1. They distinguish between different groups of activities that allow us to develop agility.	CCL, CMCT, CAA
		9.2. Practise effective movements including runs and jumps.	CCL, CMCT, CAA
		9.3. Practise movements where we control our body with our arms.	CCL, CMCT, CAA

		9.4. Practise jump activities safely.	CCL. CMCT, CAA
- Show initiative and perseverance when it comes to sports and physical exercises and collaborative spirit when working in groups.	10. Show initiative and perseverance when facing problems and defending opinions, and develop attitudes of respect and collaboration when working in group.	10.1. They show initiative and are constant when learning new knowledge and also when doing the exercises.	CAA, CSYC SIEP
		10.2. They participate and are willing to work in a team.	CAA, CSYC SIEP

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. Define basic skills and the factors involved in their development.	<ul style="list-style-type: none"> - SB activity to describe motor skills and qualities. - Internet search results on the concept of motor skills and watching videos on ways to train the basic motor qualities.
2.1. They are confident about previously acquired skills .	<ul style="list-style-type: none"> - SB exercises to know their own levels in the domain of motor skills.
3.1. They describe essential elements for the quality of movement.	<ul style="list-style-type: none"> - SB activity on the basic qualities that make movements safer and more effective.
4.1. They accurately master overall coordination activities.	<ul style="list-style-type: none"> - SB exercises with different proposals to use the jump rope and coordinate movements.
5.1. They carry out effectively and safely segmental coordination activities.	<ul style="list-style-type: none"> - SB exercises to train dynamic coordination with hand and feet.
6.1. They know the functions of the mechanism to have a good balance.	<ul style="list-style-type: none"> - Find online information and videos on different types of balance, and especially, about acrosport activities (acrobatics + choreography).
7.1. They easily master different types of balance, both static and dynamic.	<ul style="list-style-type: none"> - SB activities and exercises to explore and experience balance and imbalance sensations in various situations and using acrobatic exercises.
8.1. They know the physical abilities that are involved in developing agility.	<ul style="list-style-type: none"> - SB activities related to the concept of agility and physical abilities that make it possible.
9.1. They distinguish between different groups of activities that allow us to develop agility.	<ul style="list-style-type: none"> - SB activity to identify physical activities that promote the development of agility.
9.2. Practise effective movements including runs and jumps.	<ul style="list-style-type: none"> - SB exercises with turns in the air and various with running and jumping movements .
9.3. Practise movements where we control our body with our arms.	<ul style="list-style-type: none"> - Find online exercises to create an agility circuit.
9.4. Practise jump activities safely.	
10.1. Show initiative and perseverance to learn new contents and do the exercises, and develop attitudes of	<ul style="list-style-type: none"> - SB proposal to learn and practise a traditional team chasing game ('The Chain').

respect and collaboration when working in a group.	- SB activities to self-check the internalisation of the contents of the unit.
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5. CORE COMPETENCES: DESCRIPTORS AND EVIDENCE

Competence	Descriptor	Evidence
<i>Competence in linguistic communication</i>	Distinguish and name each of the fundamental motor skills and relate them to the movements and actions of everyday life.	They are able to correctly interpret orders of specific physical activities and instructions related to specific motor tasks.
	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>	Assess the knowledge of the body and its motor qualities: coordination, balance, and agility.	They are active in the exercises and interact with classmates to progress in the domain of their movements.
	They handle different tools correctly in order to perform physical activities.	They use correctly different tools to do various exercises.
<i>Digital competence</i>	Use ICT skills to select information and transform it into knowledge applied to their activities.	They use the resources listed on www.anayadigital.com .
	They find and watch videos to expand and absorb information and knowledge related to the different contents.	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>	Effectively manage resources and techniques acquired in the development of motor skills to achieve coordination, implement new balances and develop agility.	They are able to do motor skills exercises and activities independently to consolidate their progress and becoming aware of their possibilities.
	They deal with decision-making in a rational manner.	They progress in facing challenges and making decisions independently.
<i>Social and civic competences</i>	Develop social skills, cooperation and teamwork.	They work in groups with their classmates.
	Value work and others' contribution without discriminating them because of sex, class, origin or culture.	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>	Value beauty when performing movements and balanced postures.	They are careful to execute the different exercises correctly saving energy and caring for aesthetics.
	Recognise the creative, cultural and artistic possibilities of coordinated activities.	They practise coordinated activities independently whenever a physical activity demands it.
	Understand and appreciate traditional games as examples of a cultural heritage that needs to be kept and transmitted.	They practise the suggested traditional games independently.

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 skill, movement, ability and balance.

Task 2: We know the skills and basic motor qualities.

- The TG contains suggestions on teaching methods.
- This reading activity on motor skills is to be done together as a class, before soliciting the key ideas
- The students search online for information and videos on ways of training the basic motor qualities.
- Students do the 'Check what you know' activities.
- Students carefully observe the illustrations, analyse the proposed exercises to know their level of motor coordination, balance, agility, and then do them.

Task 3: We know the importance of motor coordination and carry out exercises to develop it.

- The TG contains suggestions on teaching methods.
- This reading activity on motor coordination is to be done together as a class, before soliciting the key ideas
- Students look online for information and videos to perform autonomously motor coordination exercises.
- Students carry out different segmental and general dynamic coordination exercises described in the SB.

Task 4: We know how to work the balance mechanisms, both static and dynamic, and practise exercises to try them out.

- The TG contains suggestions on teaching methods.
- We summarise basic information about balance, its mechanisms and its types.
- Students do the 'Check what you know' activities.
- Students search online for videos that are useful to learn and practise exercises to develop different types of balance.
- Students describe step by step, with the support of the respective illustrations, the balance exercises in the SB.

Task 5: We know what agility is, physical abilities that make it possible and the activities that develop it.

- The TG contains suggestions on teaching methods on agility.
- Students do the 'Check what you know' activities.

- Students read and summarise information about agility, physical abilities that determine it, and suitable activities to develop it.
- Students search for videos online to learn exercises on how to improve agility on their own.
- The students analyse the different exercises to develop agility with the support of illustrations and they put them into practice: spins in the air, movements with runs and jumps, etc.

Task 6: We know the general characteristics of the traditional games from group chase 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'. Ask students to debate about the second text ('Everything we do requires skill').

Task 7: We read a text on the responsibility of taking care of our body and work with the contents of the unit.

- Students read and discuss the text on how to take care of their bodies in the SB.
- Students do the activities indicated in the 'Working with the text' section in the SB.
- The teacher collects the activities for the student portfolio.

7. METHODOLOGY

Our vision of Physical Education implies an inductive methodology, starting from experience and exploring the motor practise, and from the questions and suggestions posed to the student. In this way, the students will understand the transmitted knowledge much better, because they will have experienced it. In some cases, when students show fear or distress when making decisions on any particular motor action, the teacher must use a directive methodology to instil in them confidence and security.

Most of the students have some basic ideas about motor skills, learned in primary school. Not in vain, since the first course of this stage they began to acquire motor patterns that, on a recurring basis, are developed in each cycle or level of education, so that they finish the period with some previous knowledge in relation to motor skills, its development and its implementation in practice. Coordinated movements, balance and agility are some of the experiences lived. They must al be assimilated in the new phase they now begin, in order to acquire a precise control over their bodies and its motor evolution.

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.

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

In the field of Physical Education there has always been a great diversity of students, since they come from different backgrounds; cultures and lifestyles, and logically, with different motor skills. Therefore, Physical Education teachers know perfectly well that the body, which is a matter of study and practice, must be adapted to the circumstances of each student. And for this to occur, the teacher must work with the differences and must adapt the syllabus, not only for young people with special educational needs, but for all, since each student has a different level in motor qualities.

Teachers should also refer to 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.