

SECONDARY EDUCATION
PHYSICAL EDUCATION I
Syllabus

Unit 4

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1. UNIT PRESENTATION

Title

Team sports

Unit description

The unit begins with a brief description of the characteristics of team sports and an exhibition of physical abilities and skills that they require, to then address three specific team sports, of which the rules and basic techniques are explained: basketball, volleyball and futsal.

The unit closes with the section 'Creating a culture of movement', in which, together with the description of a traditional game ('Leap frog'), 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:

- Team sports: concept and characteristics.
- Team sports and motor skills.
- Basketball: history, standards and specific skills.
- Volleyball: history, standards and specific skills.
- Futsal: definition and main techniques.

Schedule:

The timing assigned to this unit is twelve weeks which include learning and practising the different sport disciplines presented.

2. LEARNING OBJECTIVES

- Understand the concept and the basic characteristics of team sports.
- Establish the cause and effect relationship between physical and sport abilities.
- Recognise the need for teamwork in each of the sports.
- Know the origin and the basic rules of basketball.
- Know the specific individual skills of basketball.
- Know the origin and the basic rules of volleyball.
- Know the specific individual skills of volleyball.
- Know the origin and the basic rules of football.
- Know the specific individual skills of football.

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
Team sports - Concept of team sport. - Rules and game features.	1. Understand the concept and the basic characteristics of team sports.	1.1. They understand the concept and the basic characteristics of team sports.	CCL, CMCT
Team sports and fitness - Practise safe, quality sports.	2. Establish the cause and effect relationship between physical and sport abilities.	2.1. They are able to establish the cause and effect relationship between physical and sport abilities.	CMCT CAA
Team sports and motor skills. - Know the specific individual skills common to all sports. - Connection between physical fitness, motor skills and sports.	3. Recognise the need for teamwork in each sport.	3.1. They recognise the need for teamwork in each sport.	CMCT, CSYC
Basketball - Rules and fair play spirit. - Specific skills.	4. Know the origin and the basic rules of basketball.	4.1. They know the origin and the basic rules of basketball.	CMCT, CSYC
	5. Know the specific individual skills of basketball.	5.1. They know the specific individual skills of basketball.	CCL, CMCT
Volleyball - Rules and fair play spirit. - Specific skills.	6. Know the origin and the basic rules of volleyball.	6.1. They know the origin and the basic rules of volleyball.	CMCT, CCL
	7. Know the specific individual skills of volleyball.	7.1. They know the specific individual skills of volleyball.	CMCT
Football - Rules and fair play spirit. - Specific skills.	8. Know the origin and the basic rules of football.	8.1. Know the origin and the basic rules of football.	CMCT, CCL
	9. Know the specific individual skills of football.	9.1. They know the specific individual skills of football.	CMCT CAA
- Show initiative and perseverance when	10. Show initiative and perseverance when facing problems and defending	10.1. They show initiative and are constant when learning new	CSYC SIEP

it comes to sports and physical exercises and collaborative spirit when working in groups.	opinions, and develop attitudes of respect and collaboration when working in group.	knowledge and also when doing the exercises.	
		10.2. They participate and are willing to work in a team.	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. They understand the concept and the basic characteristics of team sports.	<ul style="list-style-type: none"> - SB activities to describe the characteristics of team sports. - Results from looking online for information on the benefits of team sports.
2.1. They are able to establish the cause and effect relationship between physical and sport abilities.	<ul style="list-style-type: none"> - SB activity on physical abilities and its relationship with team sports. - SB exercises on improvised team games.
3.1. They recognise the need for teamwork in each sport.	<ul style="list-style-type: none"> - SB exercises to practise basic specific skills of team games: bouncing, passing, shooting. - SB activities on basic specific skills.
4.1. They know the origin and the basic rules of basketball.	<ul style="list-style-type: none"> - Results from looking online for information on individual techniques and strategies to practise basketball.
5.1. They know the specific individual skills of basketball.	<ul style="list-style-type: none"> - SB exercises to practise basketball's specific skills. - SB activities on basic aspects of basketball.
6.1. They know the origin and the basic rules of volleyball.	<ul style="list-style-type: none"> - SB activities about the history of volleyball, and on positions and practising basic techniques. - Finding online information on individual techniques for volleyball adapted to youth practise.
7.1. They know the specific individual skills of volleyball.	<ul style="list-style-type: none"> - SB exercises to practise volleyball's specific skills.
8.1. Know the origin and the basic rules of football.	<ul style="list-style-type: none"> - SB activities related to origin, history and basic rules of football.
9.1. They know the specific individual skills of football.	<ul style="list-style-type: none"> - Results from looking online for information on individual techniques and strategies to practise football. - SB exercises to practise futsal's specific skills.
10.1. They show initiative and perseverance to learn new contents and do the exercises, and develop attitudes of respect and collaboration when working in a group.	<ul style="list-style-type: none"> - SB proposal to learn and practise a traditional game ('Leap frog'). - SB activities to self-check the internalisation of the contents of the unit.

5. CORE COMPETENCES: DESCRIPTORS AND EVIDENCE

Competence	Descriptor	Evidence
<i>Competence in linguistic communication</i>	Correctly naming sports and games as well as specific skills and their expressions.	They are able to correctly use the specific vocabulary related to each sport in conversation.
	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 their own possibilities when practising sports and choosing the appropriate spaces to do so.	Self-control and initiative in training and sports practises.
	Design and independently practise proposed sports, modifying the rules and respecting democratic decisions.	Independently practise the suggested sports and look for alternatives.
<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>	Develop specific individual skills related to each sport or game included in the unit.	They are able to independently do exercises and sport activities that are in the unit.
	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 sport and fair play, assuming critical and personal positions about the sport as a social phenomena.	They recognise and practise respect for the rules as an essential element for the sport.
<i>Sense of initiative and entrepreneurship.</i>	Demonstrate personal initiative to initiate or promote new actions in sports.	They show initiative when organising sport activities.

<i>Cultural awareness and expression</i>	Value beauty when performing movements and specific skills of each sport.	They are careful to execute the different exercises correctly saving energy and caring for aesthetics.
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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.
- 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 what team sport is, what its characteristics are and the physical abilities required to practise it.

- The TG contains suggestions on teaching methods.
- The reading activity in the SB is done as a group.
- Results from looking online for information on the benefits of team sports.
- Students do the 'Check what you know' activities.
- Students examine and do the suggested SB exercises to learn the team sport.

Task 3: We know the skills we need to play in a team

- The TG contains suggestions on teaching methods.
- We read the SB information on the skills needed to master the basic specific skills in team sports (travelling, bouncing, passing and shooting) and extracting the main ideas.
- Students look online for information and videos to perfect on their own the technique of their favourite sport.
- Students perform the different exercises described in the SB to start practising team sports.

Task 4: We know the basic aspects of basketball.

- The TG contains suggestions on teaching methods.
- The students summarise the introductory information about the history, the general rules and individual skills of basketball.
- Students look online for useful videos to perfect individual skills in basketball.
- Students do the 'Check what you know' activities.
- Students describe and practise, with the help of the respective illustrations, the different exercises suggested in the SB to master the main skills of basketball.

Task 5: We know the basic aspects of volleyball.

- The TG contains suggestions on teaching methods.
- The students summarise the introductory information about the history, the general rules and individual skills of volleyball.
- Students look online for useful videos to perfect individual skills in volleyball.
- Students do the 'Check what you know' activities.

- Students describe and practise, with the help of the respective illustrations, the different exercises suggested in the SB to master the main skills of volleyball.

Task 6: We know the basic aspects of futsal.

- The TG contains suggestions on teaching methods.
- The students summarise the introductory information about the history, the general rules and individual skills of futsal.
- Students look online for useful videos to perfect individual skills in futsal.
- Students do the 'Check what you know' activities.
- Students describe and practise, with the help of the respective illustrations, the different exercises suggested in the SB to master the main skills of futsal.

Task 7: We know the characteristics of a 'traditional game' and some considerations about the pleasure of playing.

- Read the information from 'Traditional games' and explain the rules to play 'Leap frog'.
- Students read and discuss in groups the text on 'Under the influence of sport'.

Task 8: We know the influence of team sports on health and social relations.

- Students read and discuss the text 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

Contrary to what occurs with other units of the curriculum, students come to this unit with ideas and experiences of their own, and also with assumptions and self-assessments. Since the subject is compulsory, students include both lovers of sport and those who are forced to practise it, convinced that they lack any possibility of achieving success.

Therefore it is necessary to:

- Design learning which is significant for everyone.
- Avoid valuations and distinctions within the group.
- Use positive reinforcement wherever necessary.
- Encourage outstanding students to act as monitors for those with learning difficulties or integration.

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

- Monitoring the continuous assessment of each student with different oral and written tests, performing the suggested exercises and assessing their attitude and interest shown in the classroom.
- Other resources (in the assessment tools appendix).

10. MEASURES FOR FOSTERING INCLUSION AND DIVERSITY

Understanding the appeal of sports activities as a unifying power of educational value, it is absolutely essential that everyone participates, in accordance with their possibilities, assessing the opportunities as a factor of integration. We could point out the following as hallmarks of curricular adaptations:

- Everyone has a role in the practise of sport.
- Sports are games in which they participate for pleasure and personal satisfaction, without stress or anxiety about the result.
- Team sports do not give favour individual brilliance and require personal sacrifice for the benefit of all.

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.