

SECONDARY EDUCATION

Physical Education

Introduction

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1. GENERAL OBJECTIVES OF SECONDARY EDUCATION

Compulsory Secondary Education will contribute to developing students' skills and abilities, which will enable them to:

- a) Assume responsibility for their homework; know and exercise their rights with respect to others; practise tolerance, cooperation and solidarity among people and groups; practise dialogue with a focus on human rights, as well as on equal treatment and opportunity for men and women as common values of a pluralistic society; and prepare themselves to exercise their democratic citizenship.
- b) Develop and consolidate the habits of discipline, studying and working individually and in groups, as a necessary condition for effective learning and as a means for personal development.
- c) Value and respect the differences between genders, as well as equal opportunities for both. Reject discrimination on the basis of gender or any social or personal condition or circumstance. Reject stereotypes that lead to discrimination of women or men, as well as any type of violence against women.
- d) Develop affective skills in all aspects of their personality and relationships with others and peacefully resolve conflicts, as well as oppose violence, prejudice of any kind and sexist behaviour.
- e) Develop basic skills for using different sources of information to critically gain knowledge. Acquire basic knowledge in the field of technology, especially in the areas of information and communication.
- f) Think of scientific knowledge as integrated knowledge, structured into different disciplines and learn and apply methods to identify problems in diverse fields, with regard to knowledge and experience.
- g) Develop an entrepreneurial spirit and self-confidence, as well as participation, critical thinking, personal initiative, and learning to learn, plan, make decisions and take on responsibilities.
- h) Understand and correctly express complex texts and ideas in Spanish, both orally and in writing, as well as in the other official language of their autonomous community, if there is one, and begin to study, read and learn about literature.
- i) Understand and express themselves correctly in one or more foreign languages.
- j) Learn about, value and respect basic aspects of their own culture and history, as well as those of others, and their artistic and cultural heritage.
- k) Learn and accept how their body works, as well as those of others; respect their differences; reinforce good bodily health; and incorporate Physical Education and sport to promote personal and social development. Learn about and value the diversity of human sexuality. Critically assess social habits related to health, consumption and caring for living beings and the environment and thus contribute to its conservation and improvement.
- l) Appreciate artistic creation and understand the language of different artistic forms, using diverse means of expression and representation.

2. OBJECTIVES OF THE AREA OF PHYSICAL EDUCATION.

1. Solve individual motor skill situations by applying the technical and specific skills of the physical activities proposed in real or adapted conditions.
2. Interpret and produce motor actions with artistic and expressive purposes, using body language techniques and other resources.
3. Solve motor skill situations of opposition, opposition cooperation or collaboration, using the most appropriate strategies depending on the relevant stimuli.
4. Recognise the factors involved in motor action and intensity control mechanisms of physical activity, applying them to the practise itself and relating them to health.
5. Develop physical abilities according to personal possibilities and within the range of health, showing an attitude of self demand in their effort.
6. Develop their own activities in each phase of the exercise sessions, relating to the characteristics of those activities.
7. Recognise the possibilities of artistic and expressive physical activities as forms of social inclusion, facilitating the removal of barriers for other people to participate regardless of their characteristics, collaborating with others and accepting their contributions.
8. Recognise the potential of physical activities as forms of active leisure and responsible use of the environment.
9. Control the difficulties and risks while participating in physical sports and artistic and expressive activities, analysing their characteristics and motor interactions, and taking preventive and safety measures in their development.
10. Use information and communications technology in the learning process to find, analyse and select relevant information, developing their own documents and making presentations and arguments of them.

3. DESCRIPTORS

CORE COMPETENCES	INDICATORS	DESCRIPTORS
<i>Competence in mathematics and basic competences in science and technology</i>	Caring for the environment and living beings	<ul style="list-style-type: none"> - Interact respectfully with the natural environment. - Commit to using natural resources responsibly in order to promote sustainable development. - Respect and protect the life of living beings in their surroundings. - Be aware of the changes that human beings have produced in the natural environment and the repercussions this has on future life.
	Healthy lifestyle	<ul style="list-style-type: none"> - Develop and encourage a healthy lifestyle in terms of diet and physical exercise. - Develop own personal opinions on the difference between how society perceives the human body and how to take care of our bodies to stay healthy.
	Everyday science	<ul style="list-style-type: none"> - Recognise the importance of science in our everyday lives. - Apply accurate scientific methods to improve understanding of the reality around us in different areas (biological, geological, physical, chemical, technological and geographical, etc.). - Use scientific and technological knowledge to solve problems, understand the world around us and answer questions.
	Using mathematical elements	<ul style="list-style-type: none"> - Know and use basic mathematical elements: calculations, quantities, percentages, ratios, geometric shapes, measuring units and numerical codes, etc. - Understand and interpret information presented in graphs. - Clearly express oneself using mathematical language.

	Logical reasoning and problem solving	<ul style="list-style-type: none"> - Organise information using mathematical processes. - Solve problems by selecting the appropriate data and strategies. - Apply problem-solving strategies to everyday situations.
<i>Competence in linguistic communication</i>	Comprehension: oral and written	<ul style="list-style-type: none"> - Understand the meaning of written and oral texts. - Maintain a positive attitude towards reading.
	Expression: oral and written	<ul style="list-style-type: none"> - Correct, appropriate and coherent oral expression. - Use correct vocabulary, linguistic structures and spelling and grammar rules to produce both written and oral texts. - Creatively compose different types of literary texts.
	Communication rules	<ul style="list-style-type: none"> - Respect communication rules in any situation: speaking turns, listening attentively to the speaker, etc. - Use non-verbal communication tools or different registers in different communication contexts.
	Foreign language communication	<ul style="list-style-type: none"> - Understand the sociocultural context of the language, as well as its history, in order to use it better. - Have conversations in other languages about everyday topics in different contexts. - Use knowledge about the language to search for information and read texts in any situation. - Produce written texts of different levels of complexity or on different subjects, for use in everyday situations.
<i>Digital competence</i>	Information technology	<ul style="list-style-type: none"> - Use different sources to search for information. - Select different sources to use according to their reliability. - Produce and share information based on information obtained through technological media.
	Audiovisual communication	<ul style="list-style-type: none"> - Use different audiovisual communication channels to transmit a variety of information. - Understand messages in the media.

	Using digital tools	<ul style="list-style-type: none"> - Use digital tools to build knowledge. - Stay abreast of new technology in order to work better and make everyday life easier. - Apply ethical criteria when using technology.
<i>Cultural awareness and expression</i>	Respect for expressions of their own culture and those of others	<ul style="list-style-type: none"> - Show respect towards world cultural heritage in all its aspects (artistic and literary, ethnographic, scientific and technical, etc.), and towards the people who have contributed to its development. - Value cross-cultural connections as a source of personal and cultural richness. - Appreciate the cultural values of natural heritage and the evolution of scientific thinking.
	Cultural and artistic expression	<ul style="list-style-type: none"> - Express feelings and emotions using artistic codes. - Appreciate beauty in various forms of artistic expression and displays of creativity, and show an appreciation for the aesthetics around us. - Produce aesthetically pleasing work and presentations.
<i>Social and civic competences</i>	Civic and constitutional education	<ul style="list-style-type: none"> - Know about human activities, acquire an idea of historic reality based on different sources, and identify the implications of living in a social and democratic state where the rule of law is endorsed by a constitution. - Know and apply rights and responsibilities related to peaceful coexistence in the school environment.
	Relationships with others	<ul style="list-style-type: none"> - Develop the ability to dialogue with others in situations of coexistence and work and to resolve conflicts. - Show willingness to actively participate in established areas of participation. - Recognise the richness in diversity of opinion and ideas.

	Social Responsibility	<ul style="list-style-type: none"> - Learn how to behave based on different values learnt. - Think of one's own scale of values and act according to it. - Show concern for the most disadvantaged groups and respect for different rhythms and potentials. - Become involved in or promote social actions.
<i>Sense of initiative and entrepreneurship.</i>	Independence	<ul style="list-style-type: none"> - Optimise personal resources and rely on one's own strengths. - Take on the responsibilities entrusted and be held accountable for them. - Be consistent when overcoming difficulties in work. - Decide if help is needed depending on the difficulty of the task.
	Leadership	<ul style="list-style-type: none"> - Manage group work and coordinate tasks and times. - Pass on enthusiasm for the task and confidence in the possibility of achieving the objectives. - Prioritise the achievement of group objectives over personal interests.
	Creativity	<ul style="list-style-type: none"> - Create new, divergent possibilities from previous knowledge of the topic. - Form a realistic yet ambitious vision of the future. - Find possibilities in the world around us that others have overlooked.
	Entrepreneurship	<ul style="list-style-type: none"> - Optimise the use of physical and personal resources to achieve objectives. - Show personal initiative to initiate or encourage new actions. - Accept the risks involved in taking on new tasks or projects. - Be socially responsible and ethical when working.
<i>Learning to learn</i>	Learning profile	<ul style="list-style-type: none"> - Identify personal potential as a learner: learning styles, multiple intelligences, executive functions, etc. - Manage personal resources and motivations to benefit learning. - Manage strategies to learn in different learning contexts.

	Tools to encourage thinking	<ul style="list-style-type: none"> - Apply strategies to improve creative, critical, emotional and interdependent thinking, among others. - Develop strategies that favour an in-depth understanding of content.
	Planning and assessing the learning process	<ul style="list-style-type: none"> - Plan the resources needed and the steps to be taken throughout the learning process. - Follow the steps set out and make decisions about the next steps to be taken, according to the intermediate results. - Assess the extent to which learning objectives have been met. - Become aware of the learning processes.

4. CONTRIBUTION OF THE AREA TO THE DEVELOPMENT OF THE CORE COMPETENCES

Description of the competence model

The description of the competence model includes the framework of competence descriptors, which lists the contents reconfigured from an application approach that facilitates the training of competences; since they are not studied nor taught: they are trained. Therefore, creating learning tasks that allow students to apply knowledge through active classroom methodologies is required.

Addressing each competence globally and in each teaching unit is impossible; for this reason, each of these is divided into **monitoring indicators** (between two and five by competence). They are large pillars that allow to describe the competences more precisely; given that the nature of these is still very general, the level of specificity adjustment demands that these indicators are divided, at the same time, into **competence descriptors**, which will 'describe' the competence level of the students. For each monitoring indicator there will be between two and four descriptors, with verbs in infinitive.

In each teaching unit each of these descriptors is specified in **competence evidence**, written in the present third person plural. The evidence is the specific aspect of the competence that can be trained and assessed explicitly; it is therefore concrete and objective. In order to develop these achievements, we start with a table of competence descriptors, which are defined for the project and applicable to all subjects and years.

While respecting specific treatment in some areas, transversal elements, such as reading comprehension, oral and written expression, audiovisual communication, information and communication technology, entrepreneurship, and civic and constitutional education, will be worked on in all areas, thus making the teaching–learning process as complete as possible.

On the other hand, developing and learning **values**, present in all areas, will help our students learn to navigate in a well established society where we can all live and to participate in its construction.

The diversity of students, with different learning styles, must inspire us to work with their **different potentials**. We must always focus on their strengths in order to respond to their needs.

In the area of Physical Education.

In the area of Physical Education, we will stress that all competences be practised in a systematic way, emphasising the descriptors that are most closely related to this area.

Competence in mathematics and basic competences in science and technology

The learning of Physical Education will contribute to the development of this competence to the extent that it contextualises the resolution of problems in everyday situations. The situation presented can develop with the accomplishment of calculations, the use of numbers, interpreting information, data and arguments, and making arguments of mathematical logic on order, sequences, quantities, distances... Furthermore, the acquisition of healthy habits through physical practise and the possibility of its execution in the natural environment, make Physical Education a fundamental element for the treatment of this competence.

The main descriptors we will work with are:

- Develop and encourage a healthy lifestyle in terms of diet and physical exercise.
- Develop own personal opinions on the difference between how society perceives the human body and how to take care of our bodies to stay healthy.

- Recognise the importance of science in our everyday lives.
- Interact respectfully with the natural environment.
- Use scientific and technological knowledge to solve problems, understand the world around us and answer questions.
- Apply problem-solving strategies to everyday situations.

Competence in linguistic communication

The learning and practise of Physical Education requires communication exchanges that enable the transmission of information effectively, contributing at the same time to the acquisition of the vocabulary of the area.

Training the descriptors guarantees us a greater understanding from the students, which leads to a deeper knowledge and to achieve with great skill our goals.

The descriptors that we will prioritise are:

- Understand the meaning of written and oral texts.
- Correct, appropriate and coherent oral expression.
- Respect communication rules in any situation: speaking turns, listening attentively to the speaker, etc.
- Use non-verbal communication tools or different registers in different communication contexts.

In the case of bilingual or multilingual schools that teach the course in another language:

- Have conversations in other languages about everyday topics in different contexts.
- Produce written texts of different levels of complexity or on different subjects, for use in everyday situations.
- Use knowledge about the language to search for information and read texts in any situation.

Digital competence

Physical Education encourages the development of a critical attitude towards messages and stereotypes relating to the body and its image that are sent from the masses and social media.

At the same time, the use of technological equipment to measure different variables associated with sport and looking for information through digital media, will allow the development of the following competence descriptors:

- Use different sources to search for information.
- Select different sources to use according to their reliability.
- Produce one's own information based on information obtained through technological media.
- Understand messages in the media.
- Use different audiovisual communication channels to transmit a variety of information.
- Use digital tools to build knowledge.
- Stay abreast of new technology in order to work better and make everyday life easier.

Cultural awareness and expression

Through Physical Education, the students can explore and use their own body and their movements as a means to express their ideas or feelings in a creative way.

In addition, they learn to appreciate cultural and artistic manifestations in general and to the vision that has been given of them or of concepts such as aesthetics or beauty through different cultures and religions.

In order to do so, in this area we will work with the following descriptors for this competence:

- Value cross-cultural connections as a source of personal and cultural richness.
- Appreciate beauty in various forms of artistic expression and displays of creativity, and show an appreciation for the aesthetics around us.
- Produce aesthetically pleasing work and presentations.
- Show respect towards world cultural heritage in all its aspects (artistic and literary, ethnographic, scientific and technical, etc.), and towards the people who have contributed to its development.

Social and civic competences

Physical activities, which are carried out collectively, primarily contribute to the development of attitudes of integration and respect, as well as to create situations of coexistence, cooperation and solidarity.

Respecting the norms and rules of the game will have a direct influence on recognising the codes of conduct that govern coexistence.

Likewise, solving conflicts that arise from competitive situations will help to develop areas such as negotiation and dialogue.

This area will contribute to the critical reflection regarding social phenomena such as the sport-show that sometimes can generate situations of violence or situations contrary to human dignity as well as the approach to the popular sport as a means to develop partnerships and citizen initiatives.

We will study the following descriptors:

- Know and apply rights and responsibilities related to peaceful coexistence in the school environment.
- Develop the ability to dialogue with others in situations of coexistence and work and to resolve conflicts.
- Show willingness to actively participate in established areas of participation.
- Think of one's own scale of values and act according to it.
- Recognise the richness in diversity of opinion and ideas.
- Show concern for the most disadvantaged groups and respect for different rhythms and potentials.
- Become involved in or promote social actions.

Sense of initiative and entrepreneurship.

This area contributes to promote autonomy and personal initiative in so far as procedures that require planning, evaluating different possibilities and making decisions. The leadership role in spreading enthusiasm or delegating functions to partners will be key in developing team activities. Sport situations will take the student to decisions in which the assumption of risks and the acceptance of responsibilities will be inevitable.

The descriptors we will work on are:

- Take on the responsibilities entrusted and be held accountable for them.
- Manage group work and coordinate tasks and times.
- Be consistent when overcoming difficulties in work.
- Manage group work and coordinate tasks and times.
- Prioritise the achievement of group objectives over personal interests.
- Decide if help is needed depending on the difficulty of the task.
- Show personal initiative to initiate or encourage new actions.

Learning to learn

The physical activity of this area favours the construction of the student's self-concept through the acceptance of their own possibilities and shortcomings, on the basis of the motor learning for transfer to more complex motor activities.

Establishing achievable goals, whose attainment will generate self-confidence, will help strengthen emotional balance in the student to promote the development of tools to stimulate thinking and planning and evaluation of their own learning through metacognition.

The descriptors we will work on are:

- Identify personal potential as a learner: learning styles, multiple intelligences, executive functions, etc.
- Manage personal resources and motivations to benefit learning.

- Manage strategies to learn in different learning contexts.
- Apply strategies to improve creative, critical, emotional and interdependent thinking, among others.
- Follow the steps set out and make decisions about the next steps to be taken, according to the intermediate results.
- Assess the extent to which learning objectives have been met.
- Become aware of the learning processes.

5. ORGANISATION AND ORDER OF THE CONTENT, ASSESSMENT CRITERIA AND ASSESSABLE LEARNING STANDARDS.

The subject of Physical Education has as a main purpose to develop the motor competence in people, which is understood as the integration of knowledge, procedures, attitudes and feelings linked above all to the motor behaviour. Mere practise is not enough to achieve it, but a necessary critical analysis that would deepen attitudes, values referenced to the body, movement and the relationship with the environment is necessary. In this way, students will achieve control and give meaning to their own motor actions, understand the perceptive, emotional and cognitive aspects related to such actions and manage the feelings associated with them, as well as integrating knowledge and transverse skills as teamwork, fair play, respect for the rules, and security, among other things. Physical Education is also linked to the acquisition of competences related to health, through actions that help consolidate regular physical activity habits and the adoption of critical attitudes towards unhealthy individual, group, and social practises, primarily in relation to cardiovascular diseases.

In Secondary school students experience important personal and social changes. On the one hand, Physical Education helps young people of this age to reacquire references of themselves, others, and their motor competence. This helps to set the foundation of a positive self-image which, together with a critical and responsible attitude helps them to not sacrifice their health for some momentary fashion.

Sports currently are the physical activity with greater socio-cultural impact, so they facilitate social integration. However, Physical Education at this stage should not give a restricted vision but it should help students acquire skills, knowledge and attitudes necessary to develop their motor behaviour in different types of activities, i.e., be competent in different contexts.

CONTENT

1. Physical activities in a stable environment

- Track and field events: sprint, long jump and adapted Javelin throw.
- Relationship of the technique of the modalities with injury prevention, efficiency and security.
- Motor skills involved: coordination, explosive strength and speed.
- Ways to assess the technical level in speed race, long jump and Javelin throw.
- Preventive aspects: clothing, equipment, specific warm-up for each category, working based on levels of skill, recovery activities, stretching and relaxing.
- Self-worth, self-image and self-esteem associated with learning individual physical activities. The feeling of achievement.

2. Adversary activities: badminton

- Basic strokes and movements. Technique, purposes and motor abilities involved
- Game and strokes from the back-court.
- Strategic principles, basic position and recovery of the situation in the field after the strokes.
- Game rules. Appropriate attitudes and acceptance of the outcome of the competition.

3. Collaboration and opposition activities: handball

- Specific skills in handball. Technical models and adaptation to the characteristics.
- Functional aspects and strategic principles; role and behaviour of the players during the game. Abilities involved.
- Relevant stimuli affecting motor behaviour in handball: position of the players, the ball and goal, occupying spaces, etc.
- Team collaboration and decision-making.

4. Activities in a non-stable environment

- Hiking as a physical and sport activity in a non-stable environment. Characteristics of the areas of activity and their impact on the techniques that must be employed to ensure safety. Possibilities of the nearby natural environment to carry out physical activities.
- Basic equipment for hiking activities depending on duration and conditions.
- Weather as a factor that must be taken into account in order to prepare or perform a hiking activity.
- Physical activities influencing the deterioration of the natural environment. Conducts aimed at caring of the environment used.

5. Expressive artistic activities

- Body awareness in expression activities.
- Mime and dramatic play as expression techniques. Control and intentionality of gestures, movements and sounds.

6. Health

- Benefits for health and potential risks of the different selected physical activities.
- Preventive measures in competitive physical activities: preparation prior to the competition, balance of levels and adaptation of materials and conditions of practise.
- Healthy levels in the fitness factors.
- Postural hygiene in physical and daily activities.
- Escalation of efforts: activation and recovery activities.

7. Hydration and nutrition during physical activity

ASSESSMENT CRITERIA AND LEARNING OBJECTIVES

1. Solve individual motor skill situations by applying the technical and specific skills of the physical activities proposed in real or adapted conditions.
 - 1.1. They apply the basic techniques and specific skills from the proposed activities, respecting the established rules and standards.
 - 1.2. They self-assess their execution regarding the technical model presented.
 - 1.3. They describe how to perform the movements involved in the technical model.
 - 1.4. They improve their execution and implementation level of the technical actions regarding their starting point, showing attitudes of effort, self-demand and overcoming.
 - 1.5. They explain and put into practise progression and orientation techniques in non-stable environments, adapting to the changes that can occur, and regulating the effort according to their possibilities.
2. Interpret and produce motor actions with artistic and expressive purposes, using body language techniques and other resources.
 - 2.1. They use body techniques, in a creative way, combining space, time and intensity.

- 2.2. They create and implement a sequence of body movements adjusted at a certain rhythm.
- 2.3. They collaborate in the design and execution of dances, adapting to the execution of their classmates.
- 2.4. They improvise as a means of spontaneous communication.
3. Solve motor skill situations of opposition, opposition cooperation or collaboration, using the most appropriate strategies depending on the relevant stimuli.
 - 3.1. They adapt the technical and tactical foundations to gain advantage in the practise of proposed sport activities of opposition or collaboration and opposition.
 - 3.2. They autonomously describe and put into practise aspects of organisation of attack and defence in the chosen sport activities of opposition or collaboration and opposition.
 - 3.3. They discriminate the stimuli that must be taken into account when making decisions in situations of collaboration, and collaboration - opposition, to gain advantage or meet the aim of the action.
 - 3.4. They reflect on resolved situations valuing the opportunity of the solutions and their applicability to similar situations.
4. Recognise the factors involved in motor action and intensity control mechanisms of physical activity, applying them to the practise itself and relating them to health.
 - 4.1. They analyse the involvement of physical and coordination abilities in sport, artistic and expressive activities worked during the school year.
 - 4.2. They associate metabolic systems of energy production with different types of physical activity, food and health.
 - 4.3. They link the organic adaptations with systematic physical activity, as well as health risks and contraindications of sport practises.
 - 4.4. They adapt the intensity of effort by controlling the heart rate corresponding to the margins of improvement of the different factors of physical condition.
 - 4.5. They independently apply procedures for self-assessing the factors of physical condition.
 - 4.6. They identify the characteristics that physical activities must have to be considered healthy, adopting a critical attitude towards the practises that have negative effects on health.
5. Develop physical abilities according to personal possibilities and within the range of health, showing an attitude of self demand in their effort.
 - 5.1. They actively participate in improving basic physical abilities from a healthy approach, using the basic methods for their development.
 - 5.2. They reach levels of physical condition according to their moment of motor development and their possibilities.
 - 5.3. They apply the foundations of postural hygiene in the practise of physical activities as a means of preventing injuries.
 - 5.4. They discuss the importance of practising physical activity to improve physical condition, relating the effect of this practise with the improvement of quality of life.
6. Develop their own activities in each phase of the exercise sessions, relating to the characteristics of those activities.
 - 6.1. They relate the structure of a session of physical activity with the intensity of their efforts.
 - 6.2. They independently and regularly prepare and perform warm-ups and final phases.
 - 6.3. They prepare and implements activities for the improvement of motor skills according to their own difficulties.
7. Recognise the possibilities of artistic and expressive physical activities as forms of social inclusion, facilitating the removal of barriers for other people to participate regardless of their characteristics, collaborating with others and accepting their contributions.
 - 7.1. They show tolerance and sportsmanship both as participant and a viewer.
 - 7.2. They collaborate in group activities, respecting the contributions of others and the established norms, and assuming responsibilities for the achieving objectives.

- 7.3. They respect others within the team, regardless of their skill level.
- 8. Recognise the potential of physical activities as forms of active leisure and responsible use of the environment.
 - 8.1. They discover the possibilities offered by the environment for performing physical activities.
 - 8.2. They respect the environment and value it as a common place for physical activities.
 - 8.3. They critically examine attitudes and lifestyles related to the treatment of the body, leisure activities, physical activity and sport in the current social context.
- 9. Control the difficulties and risks while participating in physical sports and artistic and expressive activities, analysing their characteristics and motor interactions, and taking preventive and safety measures in their development.
 - 9.1. They identify the characteristics of the proposed physical, artistic and expressive activities which can involve an element of risk for themselves or others.
 - 9.2. They describe the protocols to follow to activate the emergency services and to protect the environment.
 - 9.3. They adopt preventive and safety measures specific to the activities carried out during the school year, taking special care with those that are carried out in a non-stable environment.
- 10. Use information and communications technology in the learning process to find, analyse and select relevant information, developing their own documents and making presentations and arguments of them.
 - 10.1. They use information technologies and communication to develop their own digital documents (text, image, video, sound,...), as a result of the process of research, analysis and selection of relevant information.
 - 10.2. They expose and defend their work elaborated on current issues in the social context, related to physical activity or to the body, using technological resources.

6. METHODOLOGICAL CRITERIA AND GENERAL TEACHING STRATEGIES TO USE IN THE AREA

To work with competences in the classroom implies an important change in methodology; the teacher becomes a manager of knowledge for students and students gain a more prominent role.

Specifically, in the area of Physical Education.

We must systematically practise the methods that make up the framework of the course. Although the area aims to acquire essential skills that are included in the core curriculum, students must also develop attitudes that lead to the **reflection and analysis** on Physical Education and sport contributions to our health and occupation of leisure and free time. So we need to combine the practise of physical activity with the reflective process.

In some aspects of the area, **collaborative group work**, as well as the practise of basic social skills and personal enrichment based on diversity, provides a perfect tool to delve into and discuss this sort of content.

On the other hand, each student is part of a potential that define their dominant intelligences, enriching the tasks with activities that are developed from the **theory of multiple intelligences** provides that every student can get to understand the contents that we intend to acquire for the development of the learning standards.

In the area of Physical Education, it is essential to **tie content into real contexts** and create possibilities where students can apply the content they have learned. Competence-based tasks facilitate this aspect, and projects where students apply content could serve as a nice complement.

7. COMPLEMENTARY ACTIVITIES

With regard to complementary activities that may be proposed to students, it would be helpful to consider the following questions:

- Were the objectives proposed for the activities reached?
- What was the result of these activities?
- Which activities were the most popular?
- What improvements can we make?

8. EVIDENCE FOR PORTFOLIO

Based on the work with the competence performances, various learning evidences will be gained; which are linked to the standards included the curriculum of each subject. To register them, we will use evidence portfolios in the classroom, making it necessary that, along the different teaching units, planning the completion and collection of evidence showing the level of achievement of the standard, as well as its evolution over the course.

The portfolio is a tool of evaluation of the learning process that essentially consists of the collection of evidence of the evolution of each student; this collection can be asked for, or the students can choose what evidence to show. All evidence will include a reflection on the work done, the difficulties encountered and the objectives for personal improvement. The portfolio document may be written on paper or in a digital format. The assessment appendix will include an outline.

The evidence that we can collect in the area can be obtained from:

- Activities in the book or in the guide that work specifically with the standards defined in the unit.
- Mind maps, or conceptual maps, produced by students.
- Learning products designed to implement them in tasks performed in a real context; for example: units of measurement designed by them, the design of an object with geometric figures, murals, works of applying the tasks, etc.
- Written tests that show the work within the learning standards.
- Problems of application of content where developing reasonal logic is necessary.
- Self-assessment and peer assessment tools for work in the classroom.

9. CRITERIA FOR MARKING AND PROMOTION

In each assessment, the teacher, department, work group or teaching staff will decide the weight that the assessment tools used to follow up on their students' learning will have on the final mark for each term and area. In order to determine this, they may use the following table:

ASSESSMENT TOOLS	PERCENTAGE OF MARK
Assessment tools for competence-based work	
Written assessment tests	
Evidence of learning standards	
Total mark	

At the end of the year:

	PERCENTAGE OF THE FINAL MARK
First assessment	
Second assessment	
Third assessment	
Learning portfolio	
Total mark	

Likewise, each centre will determine the weight of each area and competence with regard to each student's promotion to the next year.

10. TEACHING RESOURCES

We suggest using the following material:

- The Student's Book for the area of Physical Education Secondary Education 1
- The Teacher's Guide for Physical Education Secondary Education 1
- The digital book.
- The CD that accompanies the Teacher's Guide.

11. MEASURES FOR FOSTERING INCLUSION AND DIVERSITY

Description of the group after initial assessment

When considering measures for fostering inclusion and diversity, we must collect diverse information on each group of students; we must know at least the following:

- The number of students.
- How the group functions (classroom atmosphere, discipline level, attention, etc.).
- The strengths in the group with regard to the curriculum content.
- The needs that can be identified; at this point it is a good idea to think about how to address them (*planning the methodological strategies, classroom management, follow-up strategies on how efficient measures are, etc.*).
- The strengths that are identified in the group with regard to competence aspects.
- The main competence achievements that must be practised by the group in this subject.
- The aspects that must be taken into consideration when grouping students for cooperative tasks.
- The type of resources that need to be used in general for the group to have the highest performance possible.

Individual needs

The initial assessment enables us to gain knowledge about the group and gives us information on diverse individual aspects of our students, based on which we can:

- Identify the students that need closer follow-up or personalised strategies in their learning process (we must take into account those students with educational needs, with high capacities and with needs that have not been diagnosed, but who nonetheless require specific attention since they are at risk, due to their family history, etc.)
- Know the organisational measures to take. (Reinforcement planning, location of spaces, group time management to promote individual intervention).
- Arrive at conclusions on curriculum measures to adopt, as well as the resources to be used.
- Analyse the follow-up model that will be used with each one of them.
- Set the time interval and the way in which the progress of these students will be assessed.
- Set the way in which information on each student will be shared with the rest of the teachers involved in their learning, especially with the tutor.

12. ASSESSMENT OF THE TEACHING SYLLABUS

In this section, we intend to promote reflection on teaching and a self-assessment of the progress of the teaching syllabus. In order to do so, at the end of each teaching unit a sequence of questions is proposed that enables the teacher to assess how the classroom syllabus is working and to come up with strategies to improve the unit.

We likewise propose an assessment tool for the entire teaching syllabus, which may be used at the end of each term, in order to make improvements in the next one. Such a tool is described below:

ASPECTS TO ASSESS:	TO EMPHASISE:	TO IMPROVE:	SUGGESTIONS FOR PERSONAL IMPROVEMENT:
Scheduling of teaching units			
Progress of teaching objectives			
Comfort with the unit content			
Competence descriptors and achievements			
Task fulfilment			
Methodology selected			
Resources			
Clarity in assessment criteria			
Use of different assessment tools			
Evidence portfolio of the learning standards			
Fostering diversity			
Cross-curricular learning			