

SUBJECT: *Physical Education*

Key Stage 3 Curriculum:

2020-21	Year 7: <i>LEARNING the Fundamentals</i>	Year 8: <i>DEVELOPING the Fundamentals</i>	Year 9: <i>MASTERING the Fundamentals</i>
Autumn 1	<p>Topic: <u>Yr. 7 Boys</u> – Table Tennis/ Netball/Rugby/Football</p> <p><u>Yr. 7 Girls</u> – Netball/ Football/Trampolining/Rugby</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Performance and character – skills, techniques, ideas, sportsmanship and attitude. • Decision making – tactics and strategies. • Leadership and organisation – leading, officiating and lesson preparation. • Health and fitness – healthy active lifestyle and lifelong participation. <p>Brief outline of key concepts and skills learned. In year 7 it is key they learn the fundamentals of the sports we offer at Haileybury Turnford. They will learn all the basic skills, techniques, tactics and knowledge of what they are playing or</p>	<p>Topic: <u>Yr. 8 Boys</u> – Table Tennis/ Netball/Rugby/Football</p> <p><u>Yr. 8 Girls</u> - Netball/ Football/Trampolining/Rugby</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Performance and character – skills, techniques, ideas, sportsmanship and attitude. • Decision making – tactics and strategies. • Leadership and organisation – leading, officiating and lesson preparation. • Health and fitness – healthy active lifestyle and lifelong participation. <p>Brief outline of key concepts and skills learned. In year 8 students will be developing the fundamental skills they learnt in year 7. They will start to successfully apply themselves in competitive situations and evaluate their performance in order to improve. This again is creating the fundamentals for them to excel in KS4/5 in a range of sports.</p>	<p>Topic: <u>Yr. 9 Boys</u> - Table Tennis/ Netball/Rugby/Football</p> <p><u>Yr. 9 Girls</u> – Netball/Football/Basketball</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Performance and character – skills, techniques, ideas, sportsmanship and attitude. • Decision making – tactics and strategies. • Leadership and organisation – leading, officiating and lesson preparation. • Health and fitness – healthy active lifestyle and lifelong participation. <p>Brief outline of key concepts and skills learned. In year 9 students will be mastering the fundamental skills they learnt in year 7 and 8. Students will take on more leadership roles and responsibilities. Students who have selected to further study PE during their transition year will be introduced to the concept of which sports they will need</p>

	performing in. This is creating the fundamentals for them to excel in KS4/5 in a range of sports.		to complete the practical element for the exam course.
Autumn 2	<p>Topic: <u>Yr. 7 Boys</u> – Table Tennis/ Netball/Rugby/Football</p> <p><u>Yr. 7 Girls</u> – Netball/ Football/Trampolining/Rugby</p>	<p>Topic: <u>Yr. 8 Boys</u> – Table Tennis/ Netball/Rugby/Football</p> <p><u>Yr. 8 Girls</u> - Netball/ Football/Trampolining/Rugby</p>	<p>Topic: <u>Yr. 9 Boys</u> - Table Tennis/ Netball/Rugby/Football</p> <p><u>Yr. 9 Girls</u> – Netball/Football/Basketball</p>
Spring 1	<p>Topic: <u>Yr. 7 Boys</u> – Fitness/OAA/Trampolining/Football</p> <p><u>Yr. 7 Girls</u> – Table Tennis/Hockey/OAA/Fitness</p>	<p>Topic: <u>Yr. 8 Boys</u> – Fitness/OAA/Trampolining/Football/Basketball</p> <p><u>Yr. 8 Girls</u> - Table Tennis/Hockey/OAA/Fitness</p>	<p>Topic: <u>Yr. 9 Boys</u> – Fitness/OAA/Trampolining/Basketball</p> <p><u>Yr. 9 Girls</u> – OAA/Fitness/Table Tennis/Hockey</p>
Spring 2	<p>Topic: <u>Yr. 7 Boys</u> – Fitness/OAA/Trampolining/Football</p> <p><u>Yr. 7 Girls</u> – Table Tennis/Hockey/OAA/Fitness</p>	<p>Topic: <u>Yr. 8 Boys</u> – Fitness/OAA/Trampolining/Football</p> <p><u>Yr. 8 Girls</u> - Table Tennis/Hockey/OAA/Fitness</p>	<p>Topic: <u>Yr. 9 Boys</u> - Fitness/OAA/Trampolining/Basketball</p> <p><u>Yr. 9 Girls</u> – OAA/Fitness/Table Tennis/Hockey</p>
Summer 1	<p>Topic: <u>Yr. 7 Boys</u> – Athletics</p> <p><u>Yr. 7 Girls</u> – Rounder’s/Cricket</p>	<p>Topic: <u>Yr. 8 Boys</u> – Athletics</p> <p><u>Yr. 8 Girls</u> – Rounder’s/Cricket</p>	<p>Topic: <u>Yr. 9 Boys</u> – Athletics</p> <p><u>Yr. 9 Girls</u> – Rounder’s/Cricket</p>
Summer 2	<p>Topic: <u>Yr. 7 Boys</u> – Rounder’s/Cricket</p> <p><u>Yr. 7 Girls</u> – Athletics</p>	<p>Topic: <u>Yr. 8 Boys</u> – Rounder’s/Cricket</p> <p><u>Yr. 8 Girls</u> - Athletics</p>	<p>Topic: <u>Yr. 9 Boys</u> - Rounder’s/Cricket</p> <p><u>Yr. 9 Girls</u> – Athletics</p>

Key Stage 4 Curriculum:

2020-21	Year9: <i>CNat Sport</i>	Year 10: <i>CNat</i>	Year 10: <i>GCSE PE (Year 2 of a three year course)</i>	Year 11: <i>GCSE PE</i>
Autumn 1	<p>Topic: Unit R054 – Sport and the Media</p> <p>Brief explanation of content covered. Learning Objective 1 – Know how sport is covered across the media.</p> <p>Brief outline of key concepts and skills learned. How sport is covered by:</p> <ul style="list-style-type: none"> • television, • written press • radio • internet 	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered. Unit R052 – Developing Sports Skills Learning Objective 1 – The key components of performance for an individual performer in a sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 1 – Understanding the issues which affect participation in sport</p> <p>Brief outline of key concepts and skills learned. Unit R052 – Developing Sports Skills</p> <ul style="list-style-type: none"> • Performance of skills and techniques • Creativity • Appropriate use of tactics/strategies/compositional ideas 	<p>Topic: Physical training – Paper 1: The human body and movement in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Health and fitness recap, including the relationship between health and fitness. • The components of fitness. • Linking sports and activities to the required components of fitness. • Reasons for and limitations of fitness testing. • Measuring the components of fitness and demonstrating how data is collected. • The principles of training and overload. • Types of training with reference to the advantages and disadvantages of using these types for different sports. • Calculating intensities. • Considerations to prevent injury. 	<p>Topic: Socio-cultural influences and well-being in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Engagement patterns and the factors affecting them • Commercialisation, sponsorship and the media. • Positive and negative impacts of technology/ • Conduct of performers and introduction to drugs. • Sporting examples of drug taking. • Advantages and disadvantages or drug taking. • Spectator behaviour and hooliganism, including strategies to combat hooliganism.

		<ul style="list-style-type: none"> • Decision-making during performance • Ability to manage/maintain own performance. <p>Unit R051 – Contemporary issues in sport</p> <ol style="list-style-type: none"> 1. Different user groups who may participate in sport 2. The possible barriers which affect participation in sport 3. The solutions to barriers which affect participation in sport 4. The factors which can impact upon the popularity of sport in the UK 5. How factors which can impact upon the popularity of sport in the UK 6. Current trends in the popularity of different sports in the UK 7. Growth of new/emerging sports and activities in the UK. <p>LO2</p> <ol style="list-style-type: none"> 1. Values which can be promoted through sport 2. The Olympic and Paralympic movement 3. Other initiatives and events which promote values through sport 	<ul style="list-style-type: none"> • High altitude training and seasonal aspects. • Warming up and cooling down. <p>Brief outline of key concepts and skills learned.</p>	<p>Brief outline of key concepts and skills learned.</p>
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		<p>4. The importance of etiquette and sporting behaviour of both performers and spectators</p> <p>5. The use of performance enhancing drugs in sport.</p>		
Autumn 2	<p>Topic: Unit R054 – Sport and the Media</p> <p>Brief explanation of content covered. Learning Outcome 2 - Understand positive effects that the media can have on sport</p> <p>Brief outline of key concepts and skills learned. Positive effects that media can have on sport -</p> <ul style="list-style-type: none"> • increased exposure of minority sports, • increased promotional opportunities, • education • increased income which benefits sport • inspiring people to participate • competition between sports and clubs 	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered. Unit R052 – Developing Sports Skills Learning Objective 1 – The key components of performance for an individual performer in a sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 1 – Understanding the issues which affect participation in sport. Learning Objective 2 – know about the role of sport in promoting values.</p> <p>Brief outline of key concepts and skills learned. Unit R052 – Developing Sports Skills</p> <ul style="list-style-type: none"> • Performance of skills and techniques 	<p>Topic: Physical training – Paper 1: The human body and movement in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Health and fitness recap, including the relationship between health and fitness. • The components of fitness. • Linking sports and activities to the required components of fitness. • Reasons for and limitations of fitness testing. • Measuring the components of fitness and demonstrating how data is collected. • The principles of training and overload. • Types of training with reference to the advantages and disadvantages of using these types for different sports. • Calculating intensities. 	<p>Topic: Movement analysis – Paper 1: The human body and movement in physical activity and sport.</p> <p>Brief explanation of content covered. Content:</p> <ul style="list-style-type: none"> • Lever system. • Lever systems and mechanical advantages. • Analysis of basic movements in sporting examples – including revision of joints/muscles/bones. • Planes and axes. <p>Revision before mocks in November/December.</p> <p>Brief outline of key concepts and skills learned.</p>

		<ul style="list-style-type: none"> • Creativity • Appropriate use of tactics/strategies/compositional ideas • Decision-making during performance • Ability to manage/maintain own performance. <p>Unit R051 – Contemporary issues in sport</p> <p>LO1</p> <ol style="list-style-type: none"> 1. Different user groups who may participate in sport 2. The possible barriers which affect participation in sport 3. The solutions to barriers which affect participation in sport 4. The factors which can impact upon the popularity of sport in the UK 5. How factors which can impact upon the popularity of sport in the UK 6. Current trends in the popularity of different sports in the UK 7. Growth of new/emerging sports and activities in the UK. <p>LO2</p> <ol style="list-style-type: none"> 1. Values which can be promoted through sport 2. The Olympic and Paralympic movement 	<ul style="list-style-type: none"> • Considerations to prevent injury. • High altitude training and seasonal aspects. • Warming up and cooling down. <p>Brief outline of key concepts and skills learned.</p>	
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		<p>3. Other initiatives and events which promote values through sport</p> <p>4. The importance of etiquette and sporting behaviour of both performers and spectators</p> <p>5. The use of performance enhancing drugs in sport.</p>		
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Spring 1		<ul style="list-style-type: none"> The key components of performance for a team performer in a sporting activity. <p>Unit R051 – Contemporary issues in sport</p> <p>LO3</p> <ul style="list-style-type: none"> The features of major sporting events The potential benefits and drawbacks of cities/countries hosting major sporting events <p>The links between potential benefits and drawbacks are relevant to more than one of the legacy areas.</p>	<p>2. Strength two should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate).</p> <p>With reference to recent competitive performance(s) in the chosen activity, identify two weaknesses.</p> <p>3. Weakness one should be a fitness component (relevant to chosen activity).</p> <p>4. Weakness two should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate).</p> <p>Brief outline of key concepts and skills learned.</p>	Brief outline of key concepts and skills learned.
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	<p>Topic: Unit R053 – Sports Leadership</p> <p>Brief explanation of content covered. Learning objective 1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p> <p>Brief outline of key concepts and skills learned.</p> <ul style="list-style-type: none"> • Different leadership roles and opportunities • role-related responsibilities • personal qualities which relate to leadership roles <p>Leadership styles</p>	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <ul style="list-style-type: none"> • 	<p>Topic: Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</p>	<p>Topic: Recap of content for paper 1:</p> <p>Recap of content for paper 2:</p> <p>Brief explanation of content covered.</p>
Spring 2		<p>Brief explanation of content covered. Unit R052 – Developing Sports Skills Learning Objective 2 – be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p>	<p>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. Brief explanation of content covered.</p>	

		<p>Unit R051 – Contemporary issues in sport Learning Objective 3 – Know about the role of sport in promoting values.</p> <p>Brief outline of key concepts and skills learned. Unit R052 – Developing Sports Skills LO2</p> <ul style="list-style-type: none"> • The key components of performance for a team performer in a sporting activity. <p>Unit R051 – Contemporary issues in sport LO3</p> <ul style="list-style-type: none"> • The features of major sporting events • The potential benefits and drawbacks of cities/countries hosting major sporting events • The links between potential benefits and drawbacks are relevant to more than one of the legacy areas. 	<p>Evaluation – the use of theoretical principles to cause improvement (10 marks)</p> <p>Produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.</p> <p>This plan of action must include:</p> <ul style="list-style-type: none"> • an identification of an appropriate training type to improve the fitness weakness • a full description of one training session that provides an example of what could be used for the performer • an explanation of how prolonged use of the identified training type could improve the fitness weakness an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness • an explanation of how the additional specification content selected could lead to improvement of the identified weakness. <p>Brief outline of key concepts and skills learned</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Applied anatomy and physiology. • Movement analysis. • Physical training. <p>Paper 2 –</p> <ul style="list-style-type: none"> • Health, fitness and well-being. • Sports psychology. • Socio-cultural influences. <p>Brief outline of key concepts and skills learned.</p>
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<p>Summer 1</p>	<p>Topic: Unit R053 – Sports Leadership</p> <p>Brief explanation of content covered. Learning objective 2 - Be able to plan sports activity sessions</p> <p>Brief outline of key concepts and skills learned. 1. Key considerations when planning sports activity sessions,</p> <ul style="list-style-type: none"> • objectives for the session • appropriate venue • equipment needs 	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered. Unit R052 – Developing Sports Skills Learning Objective 3 – be able to officiate in a sporting activity</p> <p>Unit R051 – Contemporary issues in sport</p>	<p>Topic: Sports Psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</p> <p>Brief explanation of content covered. Content:</p> <ul style="list-style-type: none"> • Arousal and the inverted U theory. • Application of how optimal arousal has to vary in relation to the skill/stress management techniques. 	<p>Topic: Exam techniques and final preparations.</p> <p>Brief explanation of content covered. Paper 1: The human body and movement in physical activity and sport. 13th May 2020</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport. 15th May 2020</p>
	<ul style="list-style-type: none"> • supervision needs • timing of activities • introduction/conclusion of session • basic warm up/cool down • skills and technique development • engaging • organisation <p>2. Safety considerations when planning sports activity sessions, i.e.</p> <ul style="list-style-type: none"> • risk assessments • corrective action • emergency procedures 	<p>Learning Objective 4 – Know about the role of national governing bodies in sport.</p> <p>Brief outline of key concepts and skills learned. Unit R052 – Developing Sports Skills LO3</p> <ul style="list-style-type: none"> • How to apply rules and regulations relevant to the activity? <p>Unit R051 – Contemporary issues in sport LO4</p> <ul style="list-style-type: none"> • What national governing bodies in sport do. 	<ul style="list-style-type: none"> • Definition of and types of goals. • The use of and evaluation of setting performance and outcome goals. • The use of SMART targets to improve/optimize performance. • Basic information processing model. • Identifying examples of, and evaluate, the effectiveness of types of guidance and feedback. <p>Brief outline of key concepts and skills learned.</p>	<p>Brief outline of key concepts and skills learned.</p>

<p>Summer 2</p>	<p>Topic: Unit R053 – Sports Leadership</p> <p>Brief explanation of content covered. Learning Outcome 3 - Be able to deliver sports activity session</p> <p>Learning Outcome 4 - Be able to evaluate own performance in delivering a sports activity session</p> <p>Brief outline of key concepts and skills learned.</p> <ul style="list-style-type: none"> • safe practice, i.e. organisation of group/activity 	<p>Topic:</p> <p>Brief explanation of content covered.</p> <p>Brief outline of key concepts and skills learned.</p>	<p>Topic: Sports Psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Arousal and the inverted U theory. • Application of how optimal arousal has to vary in relation to the skill/stress management techniques. 	<p>Topic: Exam for GCSE PE Paper 1 – 13th may 2020 Exam for GCSE PE Paper 2 – 15th May 2020</p> <p>Brief explanation of content covered.</p> <p>Content for paper 1:</p> <ul style="list-style-type: none"> • Applied anatomy and physiology. • Movement analysis. • Physical training. <p>Content for paper 2:</p>
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	<ul style="list-style-type: none"> • safe supervision (e.g. as a leader, coach) • delivery style, i.e. proactive/reactive demonstration/explanation • communication skills, i.e. verbal, non-verbal, appropriate language, technical terms • motivation techniques, i.e. encouragement, extrinsic motivators (e.g. rewards, prizes) • activity-specific knowledge, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers • adaptability, i.e. making adjustments in an activity that isn't working <p>Key aspects to consider in evaluating planning and delivery of a sports activity session, i.e.</p> <ul style="list-style-type: none"> • What went well? – against the plan – against the delivery • What did not go well? – Against the plan– against the delivery? 		<ul style="list-style-type: none"> • Definition of and types of goals. • The use of and evaluation of setting performance and outcome goals. • The use of SMART targets to improve/optimize performance. • Basic information processing model. • Identifying examples of, and evaluate, the effectiveness of types of guidance and feedback. <p>Brief outline of key concepts and skills learned.</p>	<ul style="list-style-type: none"> • Health, fitness and well-being. • Sports psychology. • Socio-cultural influences. <p>Brief outline of key concepts and skills learned.</p>
	<ul style="list-style-type: none"> • What could be improved for the future? – against the plan – against the delivery 			

Key Stage 5 Curriculum:

2020-21	Year 13: <i>CTec</i>
Autumn 1	<p>Topic: <u>Unit 3</u> – Sports Organisation and Development <u>Unit 17</u> – Sports Injuries and Rehabilitation <u>Unit 18</u> – Practical Skills in Sport and Physical Activity</p> <p>Brief explanation of content covered.</p> <p><u>Unit 3</u></p> <ol style="list-style-type: none">1. Understand how sport in the UK is organised.2. Understand sports development3. Understand how the impact of sports development can be measured4. Understand sports development in practice <p><u>Unit 17</u></p> <ol style="list-style-type: none">1. Know common sports injuries and their effects2. Be able to minimise the risk of sports injuries <p><u>Unit 18</u></p> <ol style="list-style-type: none">1. Be able to apply skills, techniques and tactics in an individual sport.2. Be able to apply skills, techniques and tactics in a team sport. <p>Brief outline of key concepts and skills learned.</p> <p>Unit 3</p> <ol style="list-style-type: none">1.1. Organisations involved in sport in the UK1.2. Roles and responsibilities of sports organisations in the UK1.3. International organisations which impact UK sport1.4. How the different organisations interact <p>2.1 What sports development is 2.2 The purpose of sports development</p>

	<p>2.2 The sports development continuum levels 2.3 Target groups</p> <p>3.1 Possible measures 3.2 methods 3.3 Purpose of measurement</p> <p>4.1 Methods of delivering sports development 4.2 Characteristics of sports development initiatives and events 4.3 Advantages and disadvantages of sports development 4.4 Benefits of sports development</p>
Autumn 2	<p>Topic: <u>Unit 3</u> – Sports Organisation and Development <u>Unit 17</u> – Sports Injuries and Rehabilitation <u>Unit 18</u> – Practical Skills in Sport and Physical Activity</p> <p>Brief explanation of content covered.</p> <p><u>Unit 3</u></p> <ol style="list-style-type: none"> 5. Understand how sport in the UK is organised. 6. Understand sports development 7. Understand how the impact of sports development can be measured 8. Understand sports development in practice <p><u>Unit 17</u></p> <ol style="list-style-type: none"> 3. Know common sports injuries and their effects 4. Be able to minimise the risk of sports injuries <p><u>Unit 18</u></p> <ol style="list-style-type: none"> 3. Be able to apply skills, techniques and tactics in an individual sport. 4. Be able to apply skills, techniques and tactics in a team sport. <p>Brief outline of key concepts and skills learned. Unit 3</p>

	<p>1.5. Organisations involved in sport in the UK 1.6. Roles and responsibilities of sports organisations in the UK 1.7. International organisations which impact UK sport 1.8. How the different organisations interact</p> <p>2.4 What sports development is 2.2 The purpose of sports development 2.5 The sports development continuum levels 2.6 Target groups</p> <p>3.1 Possible measures 3.2 methods 3.3 Purpose of measurement</p> <p>4.5 Methods of delivering sports development 4.6 Characteristics of sports development initiatives and events 4.7 Advantages and disadvantages of sports development 4.8 Benefits of sports development</p>
Spring 1	<p>Topic: <u>Unit 17</u> – Sports Injuries and Rehabilitation <u>Unit 18</u> – Practical Skills in Sport and Physical Activity</p> <p>Brief explanation of content covered. <u>Unit 17</u> 3. be able to respond to acute sports injuries when they occur 4. Know the role of different agencies in the treatment and rehabilitation of sports injuries.</p> <p><u>Unit 18</u> 3. be able to apply skills and knowledge in outdoor and adventurous activities 4. be able to officiate in sport and physical activity.</p> <p>Brief outline of key concepts and skills learned.</p>

Spring 2	<p>Topic: <u>Unit 17</u> – Sports Injuries and Rehabilitation <u>Unit 18</u> – Practical Skills in Sport and Physical Activity</p> <p>Brief explanation of content covered.</p> <p><u>Unit 17</u> 3. be able to respond to acute sports injuries when they occur 4. Know the role of different agencies in the treatment and rehabilitation of sports injuries.</p> <p><u>Unit 18</u> 3. be able to apply skills and knowledge in outdoor and adventurous activities 4. be able to officiate in sport and physical activity.</p> <p>Brief outline of key concepts and skills learned.</p>
Summer 1	<p>Topic: <u>Unit 17</u> – Sports Injuries and Rehabilitation</p> <p>Brief explanation of content covered. 5. Be able to plan a rehabilitation programme for a specific sports injury.</p> <p>Brief outline of key concepts and skills learned.</p>
Summer 2	Students will be finished by May 2020