



# PHYSICAL EDUCATION

(GRADES K-12)



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# Physical Education Curriculum Guide

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## **Philosophy Statement for Physical Education**

We are all created by God, and are called to be wise and responsible stewards of our bodies in order to know and glorify Him through our lives and actions. Therefore, Morrison's physical education program aims to optimize each student's physical, mental, emotional, social, and spiritual development. This is accomplished through a series of carefully planned and conducted activities that promote a healthy and active lifestyle.

Corinthians 6:19, Romans 12:1

## **Philosophy Statement for Athletics**

Athletics is co-curricular and an integral part of the balanced educational approach of Morrison Academy that helps educate the whole child. The ultimate purpose is to glorify God, so student-athletes are expected to maintain Christian values during practice and competition while competing at a high level. Athletics are to contribute to the development of biblical character traits such as good sportsmanship, leadership, teamwork, discipline, and self-control. Morrison believes that student-athletes should enjoy their involvement in athletics while growing physically, emotionally, socially and spiritually. Athletics should also foster positive school spirit within the school community. Participation is the focus for athletics at the middle school level and competition becomes the stronger theme for high school athletics.

## **Vision for Our Physical Education Learners**

### **Moral and Ethical Citizen**

1. Students demonstrate self-control in attitude and behavior.
2. Students will learn to respect peers (e.g. teammates and opponents), coaches, officials, and spectators.

### **Spiritual Discerner**

1. Students will value positive encouragement.
2. Students accept his/her self-worth as God's creation.
3. Students will develop biblical principles and values such as good sportsmanship, leadership, teamwork, discipline, and self-control.

### **Critical and Creative Thinker**

1. Students understand that they can be creative in an athletic situation.
2. Students work collaboratively to solve problems to achieve a goal.
3. Students create a plan to achieve a goal.

### **Life-long learner**

1. Students maintain intellectual curiosity regarding physical fitness and health issues.
2. Students utilize technology to appropriately maintain fitness goals.

### **Effective Communicator**

1. Students listen attentively and apply instruction during PE class and sports practices.
2. Students contribute positively to teams or groups using verbal and non-verbal skills.

### **Wise and Responsible Steward**

1. Students participate in regular physical activity and maintain disciplined healthy lifestyle habits (ie: proper diet, getting enough sleep, avoiding addictive behaviors, etc)
2. Students cultivate their God-given athletic abilities through PE classes and co-curricular activities.
3. Students will be wise stewards of their provisions (ie: respecting sports facilities, equipment, etc).

## **Hallmarks**

### **Biblical Worldview**

The school's instructional staff play an integral part in instilling a Biblical Worldview among its students. How teachers integrate faith, Biblical truth and principles in not only the classroom, but also in their daily lives reinforce the importance of having a Christ-centered existence. In Physical Education classes, teachers strive to teach students to make ethical and moral decisions regarding their bodies and their participation in sport and physical activity. Students are further encouraged to carry-over these decisions as they participate in physical activities outside their Physical Education class.

### **Technology**

The use of technology can be applied in many different areas in P.E. to improve student learning. Teachers integrate technology to teach fitness, nutrition, and sports, including video recordings and online resources to demonstrate different skills and provide feedback for students.

### **Motivation for Lifetime Fitness**

Lifetime Fitness is developing habits that keep people healthy and physically active for their entire lives. Morrison's Fitness program endeavors to show students that the true value of staying fit is in the energy and vitality that overflows into all areas of daily living. Lifetime Fitness is a comprehensive program that develops the mind, body and spirit, preparing the students to make a wise selection of lifetime activities. Opportunities are presented for every student no matter what their fitness level, interest, or experience may be.

### **Success/Participation for All students**

A major goal of Morrison's P.E. program is to involve all students in some form of physical activity. In class teachers will include a variety of learning and activity/game time to keep students attentive and active. To keep all students' attention, teachers set achievable goals and teach to all learning styles. Positive feedback is an important part in encouraging students to participate in all activities.

<http://www.sparkpe.org/blog/physical-education-news/>

## **Use of Appropriate Instructional Practices**

Students learn in a variety of ways, and effective learning depends on a wide selection of strategies being applied at the appropriate times. Morrison's Physical Education classes use a blended instructional approach to accommodate the various learning styles. Our blended instructional approach includes: activities-based instruction, lead-up games, seasonal sports instruction, fitness-based instruction, and skill themes instruction.

There are several instructional practices which can be useful in PE classes. Cooperative learning, advanced organizers, practice, nonlinguistic representations, reinforcing effort, setting objectives and providing feedback in particular are strategies which Morrison PE teachers will integrate into their unit plans.

## **Engaged Instructional Time Requirements**

(Refer to Procedure 295)

### **Strands: Kindergarten through Eighth Grades**

- 1 Motor Skills
- 2 Movement Principles and Concepts
- 3 Fitness and Physical Activity
- 4 Healthy Lifestyle
- 5 Biblical Character Traits

### **Strands: High School**

High school physical education strands are unique to each course offering.

## Scope and Sequence for Elementary Middle School

Listed by grade level and curriculum strands.

	<b>K-2</b>	<b>3-5</b>	<b>Middle School</b>
<b>Motor Skills</b>	Foot patterns, chasing and dodging, simple dribbling, throwing, catching and striking, rolling	Object control, Fundamental locomotor and rhythmical skills	Advanced locomotor movements and advanced skill development
<b>Movement Principles &amp; Concepts</b>	Body awareness and function	Application of motor skills is game-like situations	Basic strategy and tactics
<b>Fitness &amp; Physical Activity</b>	Active participation, appropriate use of equipment, fair play and cooperation, health appreciation	Active participation, appropriate use of equipment, fair play and cooperation, health appreciation, Standards based fitness testing	Active participation, appropriate use of equipment, fair play and cooperation, health appreciation, Standards based fitness testing
<b>Healthy Lifestyle</b>	Introduction to nutrition and healthy life habits	Understanding components of a healthy lifestyle to enhance physical performance	Understanding components of a healthy lifestyle to enhance physical performance
<b>Biblical Character</b>	Developing good sportsmanship, cooperation, respect for others, self-identity	Developing good sportsmanship, cooperation, respect for others, self-identity, respect for opponents and officials	Developing good sportsmanship, cooperation, respect for others, self-identity, respect for opponents and officials

## Scope and Sequence for High School

2.0 credit units of Physical Education (including .5 Fitness, .5 Lifetime, and .5 Health) are required for graduation. Listed by courses and grade levels courses may be taken.

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Fitness<sup>^</sup></b>	Cardiovascular fitness Muscular fitness Design lifetime fitness program			
<b>Lifetime Sports<sup>^</sup></b>	Experience a variety of sports, including: Basketball Volleyball Soccer Softball Badminton Golf Archery Frisbee sports			
<b>Fitness and Lifetime<sup>^</sup></b>	Combination of above			
<b>Health<sup>^</sup></b>		Wellness Body image Drugs Diseases and disorders Relationships and sexuality First Aid		
<b>Lifeguard Training</b>		Red Cross lifeguarding First Aid CPR		
<b>Racquet Sports</b>		Table tennis Tennis Badminton Pickleball		
<b>Sports Management</b>		Scorekeeping Refereeing skills		
<b>Team Sports</b>		Experience a variety of sports, including: Basketball Volleyball Soccer Softball Touch rugby American football		
<b>Weight Lifting</b>		Proper weight-lifting form Weight-lifting principles Muscle groups		

<sup>^</sup>Required for graduation

## Primary Resources for Instruction

All materials for physical education classes and athletic teams will be purchased with campus funds except for high school Health.

### **Health**

*Pearson, Health, ©2014, Student Edition Online (6 years)*

978-0-133-27622-0

*Pearson, Health, ©2014, Teacher Edition*

978-0-133-27511-7

*Pearson, Health, ©2014, Teacher Online Access Pack*

978-0-133-27620-6

## Overview by Grade/Course

### Grades K-2 Program

Students explore the world of motor skills by using games and age-appropriate movement drills. The games and drills utilized at this level aim to help students develop a good foundation in movement, fitness and sport. This is achieved by focusing on the development of the students' basic motor skills. The skills they learn at this stage are further developed and reinforced when they advance to the upper elementary grade levels. K- 2 PE also aims to develop in the students a love for exercise and participation in sport.

### Grades 3-5 Program

Students will continue to develop their motor skills by using games and age-appropriate movement drills. As they participate in structured “team oriented” sports such as soccer, softball, and basketball, students will experience and discuss issues related to participation, personal fitness, and a appreciation of a healthy and active lifestyle. The skills they worked on at this stage are further developed and reinforced when they advance to the middle school levels. PE at grade 3-5 also aims to develop a biblical understanding exercise and playing in a team sport.

### Grades 6-8 Program

Students will continue to learn and work on advanced locomotor movements and advanced skill development by using games and drills that are age-appropriate. This will be accomplished by primarily focusing on team sports (e.g. softball, soccer, volleyball, basketball) where they develop sport specific drills, and better understand the rules for the different sports. In 6-8 PE, instruction is also directed toward incorporating physical activity into a daily routine as well as deepening a biblical understanding of exercise and being a part of a team.

## High School Courses

### **Fitness - 1 semester .5 credit per semester, Required 9th grade**

This co-ed course equips students with the knowledge and skills they need to lead healthy, active lives in the future. Through participation in a wide range of physical fitness activities, students will demonstrate an understanding of the importance of being physically active, and will apply physical fitness concepts and practices that contribute to healthy, active living. Normally taken in 9th grade.

**Lifetime Sports - 1 semester .5 credit per semester, Required 9th grade**

This co-ed course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Normally take in 9th Grade.

**Lifeguard Training (American Red Cross) - 1 semester (FALL) .5 credit per semester, E, M**

Successful completion of this co-ed course (based on written tests and skill performance) certifies the student to be a lifeguard. (Prerequisites: minimum age of 15, ability to tread water for two minutes using only legs, swim 500 yards continuously using the crawl, breaststroke and sidestroke, submerge to ten feet and bring a ten-pound brick to the surface.) First aid and CPR training are part of this course.

**Racquet Sports - 1 semester .5 credit per semester, E, M**

In this co-ed course, students will be introduced to and participate in racquet sports including tennis, badminton and table tennis.

**Sports Management - 1 semester .5 credit per semester, E, M**

This co-ed course prepares the student for enjoyable service. Students will learn about coaching techniques, refereeing and record keeping in the sports offered in the Morrison Middle School and High School athletic program. Upon completion students will be given first priority when jobs become available to work at athletic contests. Students will also be introduced to the principles of athletic training. Students considering an involvement in athletics after high school are advised to take this course. (Prerequisite: One year of PE)

**Team Sports - 1 semester .5 credit per semester, E, M**

In this co-ed course, students will be introduced to and participate in team sports such as football, basketball, soccer, and volleyball.

**Weight Training - 1 semester .5 credit per semester, E, M**

This co-ed course involves students in the proper use of weight training machines and a variety of regimen. Emphasis will be on learning the vocabulary and techniques of weight training. (Prerequisite: 10-12 grade student)

# Elementary Middle School Field Day

## **Purpose**

The day is a curricular culminating activity directly related to our physical education goals and benchmarks (and the track and field unit before it).

The name of the day is to be determined by each campus (e.g. Track and Field Day, Olympic Day, or Games Day)

## ***Goals for the Day***

1. Enjoyable and fun environment
2. Learn that success comes from working hard and improving, not winning.
3. Learn how to encourage teammates and work for the good of the team
4. Learn how to accept winning and losing gracefully.
5. Every student participates

## **Guidelines for Coordinator of the Day**

To help facilitate reaching of the goals for the day, Morrison will have these distinctives.

1. Divide all students into multi grade teams
2. Student competition is by grade level. Exceptions are made by Principal.
3. Middle school students lead each team
4. Players earn points for their team by placing (1<sup>st</sup>-5<sup>th</sup> place) in events
5. Include team relays in the schedule
6. Awards given out (i.e. placing and sportsmanship)
7. Students in second grade and above choose their events
8. Students choose at least three events.

# Kindergarten through Grade 2 Benchmarks

## 1 Motor Skills

- a. I can use proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.
- b. I can use skills of chasing, fleeing, and dodging to avoid or catch others.
- c. I can show simple dribbling and kicking or striking a ball.
- d. I can catch an object before it bounces twice.
- e. I can throw or pass an object towards a target (e.g. person, goal).
- f. I can roll (sideways, forward, and backward) without hesitating.

## 2 Movement Principles and Concepts

- a. I can identify selected body parts that go with the sport I am playing.
- b. I can move various parts of my body (e.g. arms and legs in flexion, extension, and rotation).
- c. I can move in the right direction when necessary (e.g. under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of).

## 3 Fitness and Physical Activity

- a. I participate in moderate to vigorous physical activity for a sustained period of time at least 2-3 times a week.
- b. I can use equipment appropriately and play within boundaries during games and activities.
- c. I know the importance of practice in learning skills.
- d. I can identify the benefits of participating in regular physical activity (e.g. strong heart and muscles, healthy lungs, well being).

## 4 Healthy Lifestyle

- a. I can identify foods that are nutritious.
- b. I know that food provides energy for physical activity.
- c. I know that rest and sleep are important for my body.
- d. I know that exercise helps make my body healthy.

## 5 Biblical Character Traits

- a. I display good sportsmanship, by cooperating with, and respecting others regardless of personal differences (e.g. gender, ethnicity, disability, and skill).
- b. I understand that I am a valuable creation of God, and because of that will always try to do my best, have a positive attitude, and follow the rules in PE.
- c. I can demonstrate personal integrity (e.g. honesty and self-control).

## Grade 3 through Grade 5 Benchmarks

### 1 Motor Skills

- a. I can use proper form in object control skills (e.g. underhand and overhand throwing, catching, hand dribbling, foot dribbling, kicking, striking, batting, running, jumping, shooting and passing)
- b. I can use proper form, appropriate sequence and smooth combinations of fundamental locomotor and rhythmical skills (e.g. aerobics, gymnastics, running, stopping, throwing, shooting, dodging, hopping and jumping).
- c. I can demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations (e.g. pivoting and throwing, twisting and striking, and running and catching)
- d. I can demonstrate appropriate use of levels in dynamic movement situations (e.g. jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent).
- e. I can demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.

### 2 Movement Principles and Concepts

- a. I can define and explain offense, defense, strategy, rules, skill and position in reference to how it is applied to certain sports.
- b. I can move to the open spaces to play the ball on offense.
- c. I can move to mark the attacking player on defense.
- d. I can be aware and stay in the flow of a game while participating in team games/sports.
- e. I can make quick and good decisions with or without the ball.

### 3 Fitness and Physical Activity

- a. I participate in moderate to vigorous physical activities at least 2-3 times a week to develop health-related fitness.
- b. I can use equipment safely and properly.
- c. I do my best to develop and improve my skills and my understanding of the games or sports being tackled
- d. I can assess personal health-related physical fitness by using a scientifically based health-related fitness assessment.
- e. I can meet age and gender specific fitness standards for aerobic capacity, muscular strength, flexibility and agility using a scientifically based health-related fitness assessment.

### 4 Healthy Lifestyle

- a. I understand components of healthy lifestyle that will enhance performance of physical activities (e.g. proper diet, exercise, proper rest, etc).

### 5 Biblical Character Traits

- a. I display good sportsmanship by cooperating with, and respecting others regardless of personal differences (e.g. gender, ethnicity, disability, and skill).
- b. I understand that I am a valuable creation of God, and because of that will always try to do my best, have a positive attitude, and follow the rules in PE
- c. I can demonstrate personal integrity (e.g. character, honesty, self-control, and responsibility).

## Grade 6 through Grade 8 Benchmarks

### 1 Motor Skills

- a. I can catch and throw a variety of objects demonstrating both accuracy and distance (e.g. Frisbee, softball, and basketball).
- b. I can demonstrate ball control with my hands or feet while moving (e.g. dribbling or kicking)
- c. I can consistently keep an object in the air in a small group (e.g. volleyball).
- d. I can consistently strike a ball with my hand or an object (e.g. softball bat, hockey stick), so that it travels in an intended direction and height.
- e. I can perform sequences that combine running, balancing and weight transfer into smooth, flowing sequences.

### 2 Movement principles and Concepts

- a. I can use information (e.g. strategies, relationships, levels, speed, direction and pathways) in making decisions to modify movement during performance (either crouching low for volleyball digs/stretching high during lay-ups, or positioning for a soccer pass or catching a softball).
- b. I can explain offense and defense strategy for a sport and perform these strategies in a real game situation.
- c. I can make quick and good decisions with or without the ball in a real game situation.

### 3 Fitness and Physical Activity

- a. I participate in moderate to vigorous physical activity for a sustained period of time on a regular basis.
- b. I can identify and apply rules and procedures that are designed for safe participation in sports.
- c. I strive to achieve my personal best in developing skills and participating in activities.
- d. I maintain healthy levels of flexibility
- e. I develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, and legs.
- f. I develop and maintain cardiovascular endurance.

### 4 Healthy Lifestyle

- a. I can recognize the benefits of physical activity in providing wellness in my life.
- b. I can explain the effects of proper nutrition and exercise patterns on weight control, self-concepts, and physical performance.

### 5 Biblical Character Traits

- a. I display good sportsmanship by cooperating with and respecting others (e.g. teamwork, selflessness, humility, helping others, and accepting of others).
- b. I understand that I am a valuable creation of God, and because of that will always try to do my best, have a positive attitude, and follow the rules in PE
- c. I can demonstrate personal integrity (e.g. character, honesty, assume responsibility, show positive initiative, perseverance, and self control).

## **Fitness**

### **Fitness Principles**

- a. I can describe the physiological principles governing fitness maintenance and improvement, and the benefits of a healthy lifestyle.
- b. I can summarize how the body and heart responds to exercise.
- c. I can measure heart rates and set target heart rates for cardiovascular exercise.
- d. I can identify the components of fitness (e.g.. cardiovascular endurance, muscular strength and endurance, flexibility, body fat composition, and motor skills) and explain how to use training principles to enhance these components.
- e. I can describe the benefit of each component of fitness and its relationship to active living (e.g. relationship of cardiovascular fitness to increased stamina and lower risk of heart disease; relationship of healthy eating to improved well-being).
- f. I can analyze consumer physical fitness products and programs according to the physiological principles of fitness.

### **Fitness Training**

- a. I know which sports/exercises improve and maintain cardiovascular endurance, muscular strength and endurance, flexibility, and motor skills.
- b. I participate in moderate to vigorous activity at least four days each week.
- c. I can use the Presidential Fitness test results to develop, monitor and adjust personal goals and activity levels to improve my fitness levels in each of the components of fitness.
- d. I can apply guidelines and procedures related to safe participation (e.g. using equipment correctly, participating in warm-up and cool-down exercises, spotting for weight-training).

### **Active Living**

- a. I can identify available fitness resources in the community.
- b. I understand how physical activity can improve my social interaction among my family, friends, and others.
- c. I can describe the enjoyment, positive self image, challenge, and social benefits experienced by achieving my best in physical activities.

# Health

## 1 Health Promotion and Disease Prevention

- a. I can comprehend and personally apply concepts related to health promotion and disease.
- b. I can describe interrelationships of emotional, intellectual, physical, and social health (understand the underlying spiritual health/worldview here).
- c. I can propose ways to delay the onset of and reduce risks related to potential health problems during adulthood.
- d. I can identify risk behaviors and wellness behaviors.
- e. I can evaluate my personal susceptibility to injury, illness and death resulting from choosing unhealthy behaviors.

## 2 Societal Influences on Health Behaviors

- a. I can evaluate the influence of family, peers, culture, media, technology and other factors on health behaviors.
- b. I can contrast the Biblical worldview of health behaviors with current cultural and secular views.

## 3 Awareness of Health Products and Services

- a. I can access resources that provide valid health information.

## 4 Interpersonal Skills Regarding Health

- a. I can communicate effectively with family, peers, and others to enhance health.
- b. I understand and can demonstrate positive parenting skills.
- c. I can demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks and access resources that provide valid health information.
- d. I can demonstrate strategies to prevent manage or resolve interpersonal conflicts without harming self or others.
- e. I can identify warning signs and seek assistance for mental health concerns such as depression, suicide, and eating disorders.
- f. I can identify barriers to healthy decision making.
- g. I can implement a decision making process when needed in health related situations.
- h. I can assess my personal health practices and overall health status.
- i. I can develop, implement, and evaluate a plan to achieve a health goal.

## 5 Practicing Health-enhancing Behaviors

- a. I understand the role of my individual responsibility in enhancing my health.
- b. I can demonstrate good nutritional, exercise and sleep practices.
- c. I have the tools to choose abstinence as a healthy and moral lifestyle in the area of sexuality
- d. I can perform first aid procedures in injury situations.
- e. I can recognize the procedures for CPR.
- f. I compare how to prevent sexually transmitted diseases.

## Lifeguarding

- a. I understand the demands of a lifeguard.
- b. I can recognize an aquatic emergency and to act promptly and appropriately.
- c. I can perform equipment based rescue skills and techniques needed in the aquatic settings.
- d. I have a high level of swimming skill and conditioning.
- e. I understand all policies and regulations of the Morrison Academy Swimming Pool.
- f. I can identify the behaviors of swimmers compared to drowning victims.
- g. I can correctly perform land and water rescue techniques using equipment.
- h. I can describe basic surveillance procedures and demonstrate zone coverage.
- i. I exhibit knowledge through a comprehensive standardized test.
- j. I know actions that can be used to deal with individuals exhibiting dangerous behaviors
- k. I know how to find out emergency procedures at a facility (e.g., pool, waterfront)
- l. I understand necessary characteristics of professional rescuers
- m. I understand the importance of responding quickly to an emergency situation
- n. I know the steps of an emergency action plan
- o. I understand responsibilities for ensuring safety of everyone at a facility
- p. I know the communication strategy for injury control
- q. I understand the signals of a drowning victim (active, passive and distressed)
- r. I can work cooperatively and safely with a group to achieve group goals.
- s. I can recognize the signs and symptoms of a possible head, neck, or back injury and I know the procedures for caring for a possible head, neck or back injury.

# Lifetime Sports

## 1 Motor Skills

- a. I can throw a variety of objects demonstrating both accuracy and distance (e.g. Frisbee, softball, and basketball).
- b. I can dribble a ball with my hand or foot while preventing an opponent from stealing the ball.
- c. I can consistently keep an object in the air in a small group (e.g. volleyball).
- d. I can consistently throw and catch a ball while guarded by an opponent.
- e. I can consistently strike a ball with my hand or an object (e.g. softball bat, hockey stick, golf club), so that it travels in an intended direction and height.

## 2 Movement Principles and Concepts

- a. I can use information in making decisions to modify movement during performance.
- b. I can identify the critical elements for successful performance within the context of a given activity.

## 3 Participation in Physical Activity

- a. I can demonstrate behavior that minimizes risk to myself and others (e.g. participating in warm-up and cool-down activities, using equipment correctly, wearing appropriate attire, using proper posture, applying appropriate rules and procedures).
- b. I can evaluate personal skill and fitness levels and develop, implement, and revise a personal plan to meet fitness and physical activity goals.

## 4 Physical Fitness

- a. I understand how physical fitness concepts (e.g. motor skills, cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and practices (i.e. tracking heart rates, recovery time, how you feel during and after an activity, improvement in a given activity) contribute to healthy, active living and play an important role in staying fit for a lifetime.
- b. I can describe the health and fitness benefits derived from participating in selected lifetime sports.

## 5 Values Physically Active Lifestyle

- a. I can discuss how training principles appropriate for enhancing motor skills, flexibility, muscular strength/endurance, and cardio-respiratory endurance relate to participating in lifetime sports (i.e. golf, volleyball, basketball, softball, etc...).
- b. I can identify lifetime sports that achieve health-related fitness goals in both school and community settings.
- c. I participate regularly in lifetime sports during class and understand the benefits of participating outside of class.

## **6 Biblical Character Traits**

- a. I demonstrate positive, responsible personal and social behavior when responding to challenges, successes, and failures of both self and others during physical activities.
- b. I can display appropriate etiquette while participating in a sport.
- c. I can demonstrate behaviors that are respectful to others (e.g. accepting the roles and decisions of officials, listening actively, showing appreciation, encouraging classmates) seen above.

## **7 Health concepts**

- a. I understand how personal health needs change during the life cycle.

## Racquet Sports

### 1 Motor skills

- a. I can consistently strike a ball with a racquet or paddle (e.g. tennis, badminton, Ping-Pong, Pickle ball) so that it travels in an intended direction and height.

### 2 Movement principles and concepts

- a. I can use information in making decisions to modify movement during performance.
- b. I can correctly identify the critical elements for successful performance within the context of a given activity.

### 3 Participates in physical activity

- a. I can identify and apply rules and procedures that are designed for safe participation in racquet sports
- b. I can evaluate personal skills and set realistic goals for improvement

### 4 Physical fitness

- a. I understand how personal fitness status in terms of motor skills, cardiovascular endurance, muscular strength and endurance, flexibility, and body composition play an important role in staying fit.

### 5 Values physically active lifestyle

- a. I can discuss how training principles appropriate for enhancing motor skills, flexibility, muscular strength/endurance, and cardio respiratory endurance relate to participating in racquet sports.
- b. I can identify racquet sports that achieve health-related fitness goals in both school and community settings
- c. I participate regularly in racquet sports during class and understand benefits of participating outside of class.

### 6 Biblical Value System

- a. I understand key methods of responding to challenges, successes, and failures during physical activities in socially appropriate ways
- b. I can accept successes and performance limitations of self and others and exhibit appropriate behavior/responses
- c. I can display appropriate etiquette while participating in a sport
- d. I can accept the roles and decisions of officials
- e. I can acknowledge good play from an opponent during competition

### 7 Health concepts

- a. I understand how personal health needs change during the life cycle

# Sports Management

## 1 Officiating

- a. I can identify and apply rules and procedures that are designed for safe participation in selected sports (volleyball, softball, soccer, or basketball).
- b. I can demonstrate competent use of all the equipment needed for scoring a game.
- c. I can use internal and external information to modify decisions while officiating or helping to score a game (volleyball, softball, soccer, or basketball).
- d. I can identify the critical elements for successful officiating within the context of a selected game (volleyball, softball, soccer, or basketball).
- e. I can demonstrate officiating techniques (volleyball, softball, soccer, or basketball).

## 2 Scorekeeping

- a. I can use internal and external information to modify decisions while scoring a game (volleyball, softball, soccer, or basketball).
- b. I can identify the critical elements for successful scoring within the context of a selected game (volleyball, softball, soccer, or basketball).
- c. I can recognize that improvement is possible with appropriate practice.

## 3 Management of Sports

- a. I understand what is necessary to prepare for a variety of sporting event (e.g. setting up court, preparing water/towels for athletes, setting up scoring system).
- b. I can set up for a variety of sporting events.

## 4 Biblical Value System

- a. I respond to challenges, successes, and failures in physical activities in socially appropriate ways.
- b. I can accept successes and performance limitations of self and others and exhibit appropriate behavior/responses.
- c. I can display appropriate etiquette while participating in officiating or helping score a game (e.g. volleyball, softball, soccer, or basketball).
- d. I understand the role and decisions of officials.
- e. I can recognize good calls from an official during competition.

## Team Sports

### 1 Motor Skills

- a. I can throw a variety of objects demonstrating both accuracy and distance (e.g. Frisbee, softball, and basketball).
- b. I can dribble a ball with my hand or foot while preventing an opponent from stealing the ball.
- c. I can consistently keep an object in the air in a small group (e.g. volleyball).
- d. I can consistently throw and catch a ball while guarded by an opponent.
- e. I can consistently strike a ball with my hand or an object (e.g. softball bat, hockey stick, golf club), so that it travels in an intended direction and height.

### 2 Movement Principles and Concepts

- a. I can use information in making decisions to modify movement during performance
- b. I can correctly identify the critical elements for successful performance within the context of a given activity

### 3 Participates in Physical Activity

- a. I understand how to reduce the risk involved in participating in selected team sport
- b. I can identify and apply rules and procedures that are designed for safe participation in team sports
- c. I can evaluate personal skills and set realistic goals for improvement

### 4 Physical Fitness

- a. I understand how personal fitness status in terms of motor skills, cardiovascular endurance, muscular strength and endurance, flexibility, and body composition play an important role in staying fit for a lifetime
- b. I can describe the health and fitness benefits derived from participating in selected team sports

### 5 Values Physically Active Lifestyle

- a. I can discuss how training principles appropriate for enhancing motor skills, flexibility, muscular strength/endurance, and cardio respiratory endurance relate to participating in team sports (e.g. volleyball, basketball, softball, etc.).
- b. I can identify team sports that achieve health-related fitness goals in both school and community settings.
- c. I participate regularly in team sports during class and understand benefits of participating outside of class.

### 6 Biblical Value System

- a. I understand key methods of responding to challenges, successes, and failures during physical activities in socially appropriate ways.
- b. I can accept successes and performance limitations of self and others and exhibit appropriate behavior/responses.
- c. I can display appropriate etiquette while participating in a sport.
- d. I can accept the roles and decisions of officials.
- e. I can acknowledge good play from an opponent during competition.

### 7 Health Concepts

- a. I understand how personal health needs change during the life cycle.

## Weight Training

- a. I can identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.
- b. I can demonstrate proper spotting techniques for all lifts and exercises that require spotting.
- c. I can list the safety equipment required for participation in weight training; describing and demonstrating the use of such equipment.
- d. I can identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.
- e. I can demonstrate and explain the techniques and concepts of two main types of weight-training programs (bulk training vs. endurance training).
- f. I can evaluate my performances in five lifts in the following areas: muscular strength and muscular endurance.
- g. I can explain how the principles of muscle development, gender, age, experience, and specificity affect performance related to strength training.
- h. I can establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
- i. I can develop and use a personal training log to record all workout data on a daily basis.
- j. I can develop personal goals to improve performance in weight training and fitness.
- k. I meet increasingly higher levels of strength, power, and endurance.
- l. I display safe and responsible behavior while training.
- m. I can identify and analyze weight-training and fitness activities that enhance personal enjoyment.
- n. I can evaluate the risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.
- o. I can assist others in the achievement of their fitness goals.

## Appendix A: Biblical Principles for Physical Education

### God

- a. God is creative. (Genesis 1)
- b. God is just and good. (John 1:1)
- c. God is faithful (1 John 1:9)
- d. God is meek (Matt 5:5) (power under control)

### Creation

- a. Man is created in God's image and has intrinsic honor, worth and dignity. (Genesis 1:27-28)
- b. Creation is orderly and organized, and created with specific properties. (Job 38-39)

### Mankind

- a. People can choose to do good things or bad things (Gal 5:16-25)
- b. Man is relational. Man was made to have a relationship with God and others (Matt. 22:37-39, John 14:6, Rom 6-8, Eph 2:18)
- c. God values healthy stewardship of our bodies.

### Moral Order

- a. God is a God of order and there is harmony in the things He created which encourages us to learn and follow the rules of sports. (1 Corinthians 14:33)
- b. We are called to be faithful and responsible stewards of the talents and resources that are entrusted to us. (1 Corinthians 6:19)
- c. What does it profit a man if he gains the whole world (wins the game) but loses his soul. (Matthew 16:26) Accordingly, we need to act with integrity and self-control.

### Purpose

- a. Everything that we do, including fitness and sports, is an act of worship and should be done as unto the Lord. (Colossians 3:23, Romans 11:36)
- b. A healthy lifestyle can make us more effective in service to the Lord. (1 Timothy 4:8)
- c. Everyone has an important role to play, in the body of Christ, or on sports teams. (1 Corinthians 12:12)

Cited elements taken from:

Haycock, Ruth. *Encyclopedia of Bible Truths*: Colorado Springs: ACSI, 1993.