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Curricular Designs: Grades 9 and 10

The program suggested in this guide is intended as a model that can be adapted to local needs and conditions. The recommendations should stimulate local curricular development.

This program assumes that physical education is required in the high school for all semesters in grades 9 and 10. If this is not the case, or if a semester of health education replaces one semester of physical education, local adaptations can be made. Schools that do not have a four-semester requirement in grades 9 and 10 are encouraged to consider the educational value of such a core requirement. Although the Horizons curriculum can be adapted for less than four semesters, time restraints will mean that fewer sport and creative movement units can be covered and the fitness options will be lessened.

The focus of the grades 9–10 curriculum is on health fitness development and maintenance, motor proficiency growth for expressive play enjoyment, understanding our wonderfully created being, and decisional integration of choices and commitments producing a God-glorifying lifestyle. Students in grades 9 and 10 are encouraged to explore the meaning of personal health fitness and active human movement involvement in and for young adult living.

A dichotomous arrangement of the grades 9–10 curricula is recommended (See Figure 14). Each semester in grade 9 is broken down into a Monday/Wednesday/Friday health fitness learning experience and a Tuesday/Thursday sport and creative movement education learning option, or an alternate day dichotomous arrangement. In grade 10 the pattern is reversed—Tuesday/Thursday is designed for health fitness and Monday/Wednesday/Friday for sports education. This curricular arrangement assumes that physical

GRADES 9 AND 10 PROGRAM (Reverse days for Grade 10: M-W-F Sports; T-Th Health Fitness)	
Health Fitness Monday/Wednesday/Friday Training sessions Laboratory experiments	Sport and Health Education Tuesday/Thursday Team sports Individual sports Creative movement Gymnastics (3 or 4 week units)
Health Fitness Learning Activities 1. A personalized fitness program geared to muscular and cardiorespiratory fitness and weight control: Flexibility/warm-ups Upper, lower, arm, middle body muscular endurance Aerobic cardiorespiratory endurance Weight management 2. Laboratory experiments focused on fitness understanding and evaluation. 3. Discussions devoted to the “why” and “how” of fitness maintenance. 4. Health-related fitness inventory. 5. Fitness learnings count for 50% of semester grade. The following components make up the fitness grade: Achievement 50% Effort 20% Understanding 30% 100%	Sports Learning Activities and Creative Movement 1. Options: Team—soccer, touch football, hockey, rugby, volleyball, basketball, team handball, ultimate frisbee, softball, track, sportpics, international games Individual—archery, badminton, golf, racquetball, tennis, skiing, frisbee, pickleball, bowling, skating, outdoor games Creative—gymnastics, creative, liturgical, folk, and aerobic movement 2. All units focus on skill learning, tactical play instruction, and play experimentation. 3. The number of sport instructional units scheduled during grades 9–10 will depend on the number of semesters of physical education. 4. Sports play learnings count for 50% of semester grade. The following components make up the sports play grade: Skill achievement and performance ability 50% Knowledge 30% Attitude 20% 100%

Figure 14: Grades 9 and 10 Physical Education

Curricular Designs: Grades 11 and 12

The curriculum recommended in this guide for grades 11 and 12 closely follows the format proposed for grades 9 and 10. Many schools offer only elective physical education programs at grades 11 or 12, but one or two semesters of advanced physical education are important for all students. The grades 11–12 curriculum focuses on education for the decade ahead. Students are asked once again to consider their personal fitness and wellness, their recreational play, their understanding of physiological well-being, their decisions pertaining to fitness, creative movement and sport, and the lifestyle changes that they will face in the next several decades. The curricular format assumes that classes meet five times per week in 50–60-minute periods. Monday and Friday are suggested as devoted to personalized fitness maintenance, Wednesday is programmed as a discussion/lecture day. Tuesday and Thursday are sport and creative movement education days (see Figure 15). Schools will probably have to adapt the curriculum to meet local conditions.

Monday/Friday Health Fitness	Tuesday/Thursday Recreational Sports and Creative Movement	Wednesday Discussion on fitness and sports in a Christian lifestyle
<ol style="list-style-type: none"> 1. Personalized wellness programs 2. Fitness evaluation 3. Future needs and goals 4. Christian responsibility to fitness maintenance. (See grades 9 and 10 programs for learning concepts.) 5. Students graded on fitness achievement (50%), effort towards fitness improvement (20%), and fitness knowledge (30%). The fitness grade is 50% of total semester grade. 	<ol style="list-style-type: none"> 1. Sports units—archery, badminton, bicycling, frisbee, golf, racquetball, skating, skiing, table tennis, tennis, recreational games, cooperation games, skill contests. 2. Learning units focused on skill learnings and expressive play. 3. Students graded on skill achievement (20%), play performance (30%), sports understandings (30%), and attitude (20%). 4. Sports learnings are 50% of total semester grade. 	<ol style="list-style-type: none"> 1. How much fitness? 2. Health habits? 3. How much and what kind of recreation? 4. Sports and television 5. My role as spectator 6. Professional sports ethics 7. Athletics in schools 8. Youth sports 9. Olympics 10. Sports in other cultures 11. Christianity and sports 12. My children and their physical development 13. Character leadership in sports 14. Cardiopulmonary resuscitation 15. Self defense 16. Un-Christian sports

Figure 15: Grades 11–12 Physical Education

Students have opportunity to maintain health fitness during class time on Mondays and Fridays. Since health fitness maintenance requires three to four workout periods per week, students are urged to pursue additional workouts on their own. Suggests for fitness conditioning programs and activities are found in Unit 3 in this guide.

The sport and creative movement periods scheduled for Tuesday and Thursday are primarily for learning techniques and tactics of carryover sports. Since a good skill base is important for enjoying sports and creative movements, students will need to master an appropriate level of skill and knowledge. Opportunities for playing sports and games in physical education classes will be limited in this arrangement, but such opportunities should be available in the intramural and recreational sports programs offered by the

- b. Repeat daily or even up to three times per day.
- c. Exercise various muscle groups to guarantee maintenance of general body flexibility.
- d. Do not stretch to the point of muscle or joint pain.
- e. Hold a stretch in a comfortable position. “No pain, no gain” does not apply to stretching.
- f. Focus on self-improvement, not on comparison with others.

■ *Injuries can result from bouncing, jerking, and overstretching.* Bouncing and jerking may initiate the stretch reflex, causing muscle strain and soreness. Jerky movements of the contracting muscle elicit a response in the relaxing muscle. The force of the movement can strain contracting fibers in the relaxing muscle. An exercise bout shortens the time it takes for the stretch reflex to occur (more quick movement can occur without injury). This decrease in the time it takes for the stretch reflex to occur is thought to be a result of increased muscle temperature.

Many muscle and tendon injuries result from overstretching (particularly of the relaxing muscles). A proper static and dynamic warm-up program prior to an activity will protect the tendons and muscles from overstretching by increasing the muscle temperature.

Laboratory Experiments

The following experiments are designed to help students learn about flexibility fitness.

1. *Explore a skeleton.*

Using a skeleton, determine the movements possible at each joint. Reproduce these movements, noticing particularly the differences in ranges of motion.

<i>Kind of joint</i>	<i>Location</i>	<i>Structure</i>	<i>Use</i>
Ball and socket	Shoulder, hip	A ball on one bone turns in the socket of another.	Freedom of motion
Hinge	Elbow, knee, finger	Bone ends fit into each other and allow movement in one direction only.	Power
Pivot	Head on spine, head of radius rotates on ring of ulna	Bone rotates on a ring or a ring rotates around a bone.	Turning or rotating movement
Gliding	Vertebrae of spine	Two nearly flat surfaces glide across each other.	Limited movement, strong support
Angular (Condyloid)	Wrist, ankle bones	Oval surface of one bone fits into concave surface of another.	Angular movement in two directions
Partially movable	Attachment of ribs to spine, hip, and sacrum	Bones are joined firmly by cartilages	Slight motion only
Immovable	Bones of adult cranium	Bones are joined along interlocking jagged lines	Protection

Reprinted from *Modern Health* by James H. Otto, Cloyd J. Julian and Edward J. Tether. (New York, 1955) p. 239, by permission of Holt, Rinehart & Winston.

2. *Determine your flexibility status.*

In small groups, compare flexibility in various areas with the following exercises:

- a. Two head, neck, shoulder or chest exercises
- b. One lower back exercise
- c. Two hip and thigh exercises
- d. One lower leg exercise
- e. Five jumping jacks
- f. Jog ¼ mile

6. Take a flexibility test (*Horizons Inventory or Physical Best*).

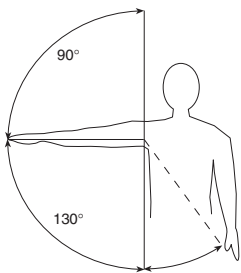
Evaluate results on sit and reach and trunk extension tests. (See Unit 4, pp. 193–200 for description.) Undertake a six-week developmental program using flexibility training exercises. Remeasure and evaluate.

7. Evaluate joint range of motion.

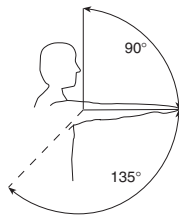
Illustrated below in the normal range of motion for some major joints. Compare the range of motion in your joints to that shown in the illustration. If you have a goniometer, the range of motion can be noted in degrees. For each joint, note whether your range of motion is near or beyond average or needs improvement. Consult Unit 3 for training exercises. (Reference: Fakey, Insel, and Rote, *Fit and Well*, Mayfield Publishers.)

Range of Motion

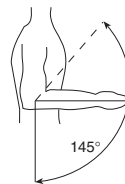
1. Raise and lower your arm at the shoulder, to the side.



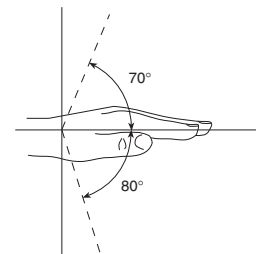
2. Raise and lower your arm at the shoulder, forward and to the rear.



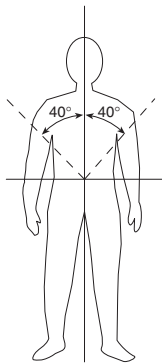
3. Bend and straighten your elbow.



4. Raise and lower your hand at the wrist.



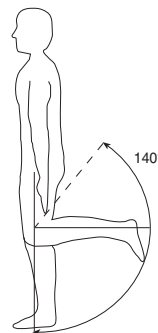
5. Bend directly sideways at your waist. (To prevent injury, keep your knees slightly bent and support your trunk by placing your hand or forearm on your thigh.)



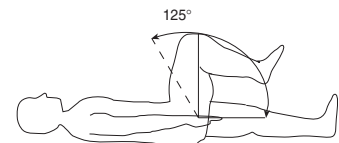
6. Raise leg to the side at the hip.



7. Bend and straighten your knee.



8. Raise and lower your leg forward at the hip.



9. Raise and lower your foot at the ankle.

