# High School Physical Education Curriculum: Field Hockey, Softball and Golf

## Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform variety of physical activities.

*Within the context of Field Hockey, Softball and Golf students will:*

1. **1.1** Utilize passing - push pass, hit pass, flick pass and scoop pass, dribbling - tap dribble, push dribble, Indian dribble and speed dribble and shooting skills in a game of field hockey.

2. **1.2** Field in softball; infield and outfield, throwing to proper players/bases.

3. **1.3** Apply proper pitching techniques for slow-pitch in softball (underarm lop pitch).

4. **1.4** Demonstrates one of three possible grips for holding a golf club and the appropriate swing length and tempo for hitting the golf ball various distances.

## Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

*Within the context of Field Hockey, Softball and Golf students will:*

1. **2.1** Play within the rules of each game.

2. **2.2** Explain appropriate tactical decisions relating to “what” to do “when,” both on the ball and off the ball and on offense and defense in field hockey and softball.

3. **2.3** Explain appropriate tactical decisions relating to “what” to do “when” in golf such as choice of club.

## Standard 3: Participates regularly in physical activity.

*Students will:*

1. **3.1** Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.

2. **3.2** Respond to recommended participation in vigorous physical activity outside of physical education class during the week.

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Adapted from National Association for Sport and Physical Education Standards

Adopted by the Board on January 29, 2009

Singapore American School, January 12, 2009
### Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

**Students will:**

1. Develop a personal fitness profile on the basis of fitness assessment results.
2. Meet the age- and gender-specific health-related fitness standards defined by Fitness gram.

### Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Students will:**

1. Demonstrate the 5 SAS core values (respect, responsibility, compassion, honesty, fairness) in cooperative and competitive games/activities.
2. Show leadership by peer-coaching others in class in small groups.
3. Show support and encouragement to all levels of skill and/or experience.

### Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Students will:**

1. Identify and reflect on reasons for choosing to participate in selected activities. (i.e. Health enjoyment, challenge, self-expression, social interaction).
2. Develop positive and healthy relationships with other students in class.