

# Girl's Health & PE II

## HPEG-200

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

### Course Description

The Health & PE II course is designed for 10th grade students but can be taken by a high school student on any level. It will guide the students to establish a biblical worldview regarding the body and overall health. During the Health weeks, students will investigate topics on physical, mental-emotional, social, and spiritual health including body systems, depression, relationships, and accountability. During PE weeks, students are given instructional content, including video instructions, regarding aerobic and anaerobic exercises that will strengthen the body. Students will perform these activities and provide video submissions to their instructor for grading—male students with male teachers and female students with female teachers. The students will additionally complete weekly activity logs recording regular physical activity to ensure that they stay active. Following this course, a student should have a deeper understanding of health and physical fitness from a variety of disciplines.

### Rationale

Physical and health education enhance the overall wellness of a student. Learning exercises and activities which provide for total body fitness over a lifetime produces individuals who are better equipped to freely contribute to the lives of those around them. A person who embraces a lifestyle of wellness is more productive in the society in which she lives and will experience the many positive benefits of healthy living. The study of health allows for practical application to become whole as one lives abundant and healthy life. Further, this course incorporates spiritual truths so that the student will gain insight on how best to heal, maintain, and grow in the non-physical areas of one's health. Learning how to better care for one's own health will equip the student to be better prepared to likewise contribute to the health of others.

#### Prerequisite

None

### Measurable Learning Outcomes

- A. The student will identify and describe key health and safety concepts.
- B. The student will identify healthy decisions.
- C. The student will describe and demonstrate behaviors that promote health and prevent injury and disease.
- D. The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.
- E. The student will identify basic structures of the body and basic spatial awareness concepts.
- F. The student will identify basic fitness concepts.
- G. The student will use appropriate behaviors and safe practices in physical activity settings.
- H. The student will identify basic concepts of energy balance.

#### Biblical Integration Outcomes

- A. Students will explain the value of having a positive self-image and self-esteem.

B. Students will describe the different aspects of spiritual health (prayer, fasting, Bible reading).

## Course Resources

See LUOA's [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA's expectation of users' digital literacy.

- Note: Embedded YouTube videos may be utilized to supplement LUOA YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#).

## Scripture Attribution

All Scripture quotations, unless otherwise indicated, are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible."

## Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

## Course Grading Policies

The student's grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student's grade are found in Tier 0.

Grading Scale	Assignment Weights
A 90-100%	Tier 0 0%
B 80-89%	Tier 1 25%
C 70-79%	Tier 2 35%
D 60-69%	Tier 3 40%
F 0-59%	

In order for students to receive credit for a course, the following conditions have to be met:

- All semester exams and module tests have to be completed.
- All Tier 3 projects or papers have to be completed.
- Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course and 5 zeros for blank submissions in a semester course.

## Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W -

Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below for further details).

- **Lesson:** *Any item on the Modules page designated as a “Lesson”*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an “Assignment”*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a “Quiz”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a “Test”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

## Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.
- **Quiz:** Students may NOT resubmit for an increased grade.
- **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request.

## Honor Code Policy

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.
- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
  - **Assignment:** The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a maximum grade of 80%
- **2nd Offense:** The student will receive a 0% and be placed on academic probation.
- **3rd Offense:** The student will receive a 0% and the Director of Faculty will determine the consequences that should follow,

possibly including withdrawal from the course or expulsion from the academy.

## Materials Selection Policy

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

## Schedule

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### Module 1: Spiritual Health

Week 1: Spiritual Health

Week 2: Devotions

Week 3: Self-Image

### Module 2: Emotional, Social, & Mental Health

Week 4: Emotional Health

Week 5: Social Health

Week 6: Mental Health

### Module 3: Body Systems

Week 7: Body Systems - Part I

Week 8: Body Systems - Part II

Week 9: Body Hygiene

Week 10: Preventative Health

### Module 4: Substance Challenges & Safety

Week 11: Drugs in Society

Week 12: Alcohol and Tobacco

Week 13: Safety

**Module 5: Community & Service**

Week 14: Family and Neighbor Service

Week 15: Government and Health

Week 16: Service Project

Week 17: Careers in Health Project

Week 18: Final Exam

**Module 6: Stretches**

Week 19: Introduction

Week 20: Dynamic Stretches

Week 21: Static Stretches

Week 22: Warm-up/Recovery Routine

**Module 7: Running**

Week 23: Sprinting

Week 24: Long Distance Running

**Module 8: Aerobic & Anaerobic Exercise**

Week 25: Aerobic Exercise

Week 26: Anaerobic Exercise

Week 27: ATP & Alactic Systems

**Module 9: Core Workouts**

Week 28: Core Exercises

Week 29: Core Circuit

**Module 10: Cardio Workouts**

Week 30: Basic Cardio Workout

Week 31: Kick Boxing

**Module 11: Workout Plan & Group Activities**

Week 32: Personal Workout Plan

Week 33: Group Activity

**Module 12: Life Application**

Week 34: Plyometrics

Week 35: Plyometric II Training Exercises

Week 36: Post-Test