

**K to 12 BASIC EDUCATION CURRICULUM  
SENIOR HIGH SCHOOL – SPORTS TRACK**

**Grade:** 11

**Core Subject Title:** Sports Officiating and Activity Management

**Semester:** Second

**No. of Hours/Semester:** 80 hours/semester

**Pre-requisite:**

**Core Subject Description:** This course covers concepts, principles, mechanics of officiating and rules of specific sports. It also covers management of fitness, sports and recreation events. At the end of the course, the learner will be certified by National Sports Associations (NSAs) and TESDA.

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<b>SPORTS OFFICIATING</b>  I. Principles and concepts of sports officiating  A. Code of Ethics B. Characteristics of a good sports official C. Duties and responsibilities D. Careers in Sports Officiating	<i>The learner...</i>  demonstrates understanding of the fundamental principles, and concepts of sports officiating for effective conduct of games/competitions.	<i>The learner...</i>  officiates with authority in interscholastic games/competitions.	<i>The learner...</i>  1. identifies fundamental concepts, principles, skills and mechanics of sports officiating;	<b>SP_SO11-IIa-c-1</b>
			2. explains officiating mechanics of the sport;	<b>SP_SO11-IId-e-2</b>
			3. interprets rules of the sport;	<b>SP_SO11-IIf-g-3</b>
			4. demonstrates appropriate personal, social, and ethical behavior while officiating;	<b>SP_SO11-IIa-j-4</b>
			5. utilizes management skills during games/competitions;	<b>SP_SO11-IIh-i-5</b>
			6. analyses own performance after a game/competition; and	<b>SP_SO11-IIj-6</b>
			7. values the importance of understanding sports officiating leading towards a career.	<b>SP_SO11-IIa-j-7</b>
II. Sports Rules  <i>Certifications from National Sports Associations (NSAs) and TESDA</i>  <b>ACTIVITY MANAGEMENT (Sports/Fitness/Recreation)</b>	demonstrates understanding of the fundamental concepts of management for the effective conduct of sports, fitness and recreation events.	accomplishes a comprehensive activity management portfolio.	8. identifies fundamental concepts of activity management	<b>SP_AM11-IIk-1</b>
			9. assesses the feasibility of a sports/fitness/recreation event	<b>SP_AM11-III-m-2</b>
			10. identifies the elements of an event plan	<b>SP_AM11-IIn-3</b>

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Concepts of activity management  A. Risk and feasibility assessment B. Event planning and coordination C. Resource management (Personnel, Facilities, Equipment, Budget etc.) D. Marketing and Promotion E. Evaluation			11. utilizes promotional strategies to market the event	<b>SP_AM11-IIo-4</b>
			12. devices evaluation techniques to gauge the success of the event	<b>SP_AM11-IIp-q-5</b>
			13. designs a plan for a sports/fitness/recreation event	<b>SP_AM11-IIr-t-6</b>
			14. recognizes the value of careful planning and implementation for effective conduct of a sports/fitness/recreation event.	<b>SP_AM11-IIa-t-7</b>

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**Code Book Legend**

**Sample: SP\_SO11-IIa-c-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Sports	<b>SP_SO11</b>
	Grade Level	Grade 11	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Sports Officiating	
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	<b>II</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to three	<b>a-c</b>
			-
<b>Arabic Number</b>	Competency	identifies fundamental concepts, principles, skills and mechanics of sports officiating	<b>1</b>

DOMAIN/ COMPONENT	CODE
Sports Officiating	SO
Activity Management	AM

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**References:**

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- Centers for Disease Control and Prevention. *School-based Physical Education: Working with Schools to Increase Physical Activity among Children and Adolescents in Physical Education Classes. An Action Guide*. 2009, <http://www.prevent.org/actionguides>
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- Michigan Department of Education. *Physical Education Content Standards and Benchmarks*. Michigan: Michigan Department of Education, 2007.
- Ministerial Committee for School Sport and Physical Activity. *Review Report: Future Development of School Sport and Physical Activity Presented to the Minister for Education and Training and Minister for the Arts*. Queensland Government: Department of Education, Training and the Arts, 2007.
- National Association for Sport and Physical Education (2009). *Appropriate Instructional Practice Guidelines, K-12: A Side-by-side Comparison*. 2009, [www.naspeinfo.org](http://www.naspeinfo.org)
- National Association for Sport and Physical Education (NASPE). *Appropriate Instructional Practice Guidelines for Elementary School Physical Education: A Position Statement from the National Association for Sport and Physical Education (3<sup>rd</sup> edition)*. 2010, [www.naspeinfo.org](http://www.naspeinfo.org)
- National Association for Sport and Physical Education. *College/University Physical Activity Instruction Programs: A Critical Piece in the Education of Young Adults*. 2007, [www.aahperd.org/naspe](http://www.aahperd.org/naspe).
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- National Association for Sport and Physical Education. *Moving into the Future: National Standards for Physical Education, 2<sup>nd</sup> Edition*. Reston, VA: National Association for Sport and Physical Education, 2004.
- National Association for Sport and Physical Education. *The Scope and Sequence of Fitness Education for PReK-16 Programs: NASPE Fitness Education Project*. 2013, [www.aahperd.org/naspe](http://www.aahperd.org/naspe)
- Rusby, Sheelagh. *Physical Education: A Policy Statement*. UK: Dumfries & Galloway, 2013.
- SPARK. *Scope and Sequence: Early Childhood through High School*. 2007, <http://www.sparkpe.org/scope.pdf>
- UNESCO. *UNESCO: International Charter of Physical Education and Sport*. 2015, <http://unesdoc.unesco.org/images/0023/002354/235409e.pdf>