

## Middletown Scope & Sequence

Subject Area: High School Physical Education

### Standards

#### Key Ideas/ Major Understandings/Performance Indicators/Competencies

**Course Description:** In this unit, students will learn about the various health-related components of fitness, and will participate in a variety of activities in each component of fitness. Students will learn the factors contributing to improving their level of fitness and overall level of wellness.

### I. Topic/Unit of Study: Fitness

#### High School Physical Education Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

**Key Idea 1a:** Perform basic motor and manipulative skills; attain competency in a variety of physical activities and proficiency in a few select, complex and sports activities

#### Performance Indicators:

**1 A:** Demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area

\*Form running

\*Sprint interval workouts

\*Long distance interval workouts

**2 A:** Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities

\*Understanding target heart rate

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\*

**3 A:** Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs

\*Explaining the importance of maintaining a healthy lifestyle

\*Fitness increases the human body's performance

\*

**Key Idea 1b:** Design personal fitness programs to improve cardiorespiratory endurance, flexibility muscular strength, endurance, and body composition

#### Performance Indicators:

**1 B:** Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities

\*How to differentiate between sprint technique and long distance technique

**2 B:** Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve their fitness

\* Identify/define their goals

\*Solve how they will reach their goals

**3 B:** Follow a program that relates to wellness, including weight control and stress management

\*Students all followed a specific workout designed to prepare them for the mile run

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#### High School Physical Education Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and Healthy environment

**Key Idea 2a:** Demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication

#### Performance Indicators:

**1 A:** Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents

*Their heart rate is an appropriate indicator of a safe workout pace
*Gain an understanding of spatial awareness
*How to properly warm up and cool down
*
<b>2 A:</b> Demonstrate responsible personal and social behavior while engaged in physical activities
*Students are held accountable for pushing themselves to reach their goals
*Students are encouraged to motivate their peers
*
*
<b>3 A:</b> Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health care costs are understood as benefits of physical activity
*Students will gain self esteem as they improve their fitness levels
*Learning self responsibility for their health
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*
<b>Key Idea 2b:</b> Be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants
<b>Performance Indicators:</b>
<b>1 B:</b> Create a positive climate for group activities by assuming a variety of roles
*Students time one another during the practice runs
*While students are timing one another, they motivate each other to push each other further
*The more experienced runners will run with the less experienced to push them
*
<b>2 B:</b> Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities
*By the end of the unit, many students feel better about themselves because they reached their goals and they have improved their fitness levels
*Students understand how exercise helps alleviate emotional stress.
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#### High School Physical Education Standard 3: Resource management

Understand

and be able to manage their personal and community resource.

**Key Idea 3a:** Be aware of and able to access opportunities available to them within their community to engage in physical activity

#### Performance Indicators:

**1 A:** Recognize their role as a concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of their age or ability

\*Students are made aware of the school weight training intramural program, YMCA, school's interscholastic programs, the Orange Classic, local running clubs, Twi-Light Track Program

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**Key Idea 3b:** Be informed consumers and be able to evaluate facilities and programs

#### Performance Indicators:

**1 B:** Recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community

\*Social benefits of being involved in group activities

\*Fitness is a lifetime activity - not just a unit in Physical Education

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**Key Idea 3c:** Be aware of some career options in the field of physical fitness and sports

#### Performance Indicators:













