

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 the various components of aerobics, and be able to apply those components into an organized routine.

I. Topic/Unit of Study: Aerobics

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

* Cardiovascular and Muscular Endurance, Flexibility

* Pacing

* Rhythmic Movement/ Weight Training

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

*Understands how an increase in flexibility decreases muscular injuries

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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

*Explaining how fitness increases the human body's productivity/performance

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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 aerobic and anaerobic fitness, muscular endurance and muscular strength, computing target heart rate

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

*Identifies components of aerobics and applies to a routine

*Devises own aerobic program

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

*Has ability to revise programs or routines to specific needs

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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 and understanding of spacial awareness
*How to properly warmup and cool down after activity
*Understand progression in reference to weight training
2 A: Demonstrate responsible personal and social behavior while engaged in physical activities
*Students are made aware of potential injuries caused by inappropriate behaviors
*Students are encouraged to reach individualized fitness goals and are asked to aid peers in doing the same
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3 A: 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 understand the relationship between physical fitness and wellness
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Key Idea 2b: Be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants
Performance Indicators:
1 B: Create a positive climate for group activities by assuming a variety of roles
*Students will be aware of unsafe practices and inappropriate movements within their environments
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2 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
*Students will understand how exercise can eliminate emotional stress
*Self esteem can be improved by reaching their fitness goals
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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 informed of school intramural weight programs and community activities involving areobics

*Students are made aware of a variety of community fitness establishments (YMCA, Golds GYM, etc.)

*Students are made aware of twilight track programs hosted by the Middletown Rec Department

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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

*Students are made aware that aerobics can be a lifetime activity

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

Performance Indicators:

1 C: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers

