

# Middletown Scope & Sequence

Subject Area: High School Physical Education

## Standards

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

#### Course Description:

## I. Topic/Unit of Study: Floor Exercise

### 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

\* Body positions, rolls, tumbling skills, locomotion stunts

\* Flexibility and balance

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**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

\*Students can demonstrate various entry-level rolls, intermediate tumbling skills, and jump stunts

\*Students recognize how change in body positions affect balance

\*Students recognize how flexibility enhances floor exercise/activity performance

**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

\*Students understand the relationship between physical fitness levels and wellness.

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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

\*Students will demonstrate a variety of tumbling and locomotor skills during organized routines

**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

\*Students will identify various fitness goals and means of achieving them.

\*

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

\*Students will perform a self-created routine involving a variety of skills.

\*Students will recognize floor exercise as a means to improve balance, coordination and flexibility.

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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

*Students can identify unsafe conditions - mats, equipment stored in room
*Students will understand concepts of spatial awareness
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*
<b>2 A:</b> Demonstrate responsible personal and social behavior while engaged in physical activities
*Students are made aware of potential injuries caused by inappropriate actions
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*
<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 identify skills learned during floor exercises as lifelong skills.
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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 will be able to identify fundamentally correct executions of skills by their peers
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*
<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
*Students recognize the importance of proper techniques to avoid dangerous situations
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**Subject Area: High School Physical Education**

**Standards**

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

**I. Topic/Unit of Study:** Floor Exercise

**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 of community activities offering floor exercise/gymnastics - YMCA, Gold's Gym

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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 recognize floor exercise as a lifelong fitness 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

\*Students are made of possible employment opportunitites - coach, Olympic athlete, camp counselor













