

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 a variety of basketball skills and transfer them to a game situation while exhibiting concepts of cooperation, sportsmanship, and team play.

I. Topic/Unit of Study: Basketball

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

*Plyometrics - quickness drills to develop jumping ability and lateral movement and defensive ability

*Conditioning relays with and without a ball - dribble relay, 3-man weave

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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

*Agility - balance, footwork, movement with and without a ball, pivoting

*Coordination - principle of opposite, development of right and left hand

*Eye-hand coordination - ability to shoot, pass, catch, and dribble

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

*Improves cardiovascular endurance, muscular endurance, speed, flexibility, power, and muscular strength

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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

*Ability to play a game demonstrating both offensive and defensive skills

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 be able to monitor whether or not they've reached their target heart rate

*Students will be able to recognize signs of fatigue, dehydration

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

*Students will be able to understand the benefits of being in shape - lower resting heart rate, lactic acid threshold, anaerobic vs. aerobic, lower body composition

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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

*Spatial awareness - enclosed area, boundaries

*Body awareness

*Knowledge of safe/unsafe equipment

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2 A: Demonstrate responsible personal and social behavior while engaged in physical activities

*Communication skills

*Teamwork and fair play

*Sportsmanship

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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

*Teamwork and cooperation

*Health benefits associated with fitness/wellness levels

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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 referee and coach

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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 participate in organized games and/or tournaments

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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

*Awareness of programs offered within the community - intramurals, recreation leagues, adult programs, parks, YMCA, fitness clubs, CYO

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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

*YMCA, CYO

*Middletown Recreation Department

*Parks

*Clinics, camps

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

Performance Indicators:

