

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 basic skills of throwing and catching, fielding, batting/bunting, pitching and catching, baserunning as well as the strategies and rules of the game.

I. Topic/Unit of Study:

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

Speed, agility, power, eye-hand coordination, and reaction time.

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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

Throwing and catching, base running, batting/bunting, fielding, pitching and catching

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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

Softball is a lifetime sport that can be played at a variety of recreational and competitive levels.

Softball promotes social interaction, stress reduction and productive use of leisure time.

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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

* The ability to incorporate the basic skills taught into appropriate offensive and defensive strategies of the game

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 learn which areas of physical fitness that the game of softball develops.

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

Students will learn how the physical activity is related to overall health, and the role that softball plays in their overall

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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 will become aware of the basic safety equipment used in the game of softball.
Students will also learn safety issues associated with each skill such as batting, fielding and baserunning.

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

* Students will demonstrate appropriate sportsmanship while playing the game.

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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 will understand the relationship between physical fitness and their overall level of 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

* Umpires, statisticians, coaches, team managers, equipment managers

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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 learn how to improve their social skills, team work concepts as well as how to make strategic decisions.

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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

* Softball is a lifetime sport that can be played at various levels.

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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

Little leagues, travel teams, intramurals, school teams, recreational leagues.

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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

