

# Middletown Scope & Sequence

Subject Area: High School Physical Education

## Standards

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

**Course Description:** In this unit, students will be put in situations where they will need to perform tasks that deal with personal space, balance, body control, teamwork, leadership skills, respect for their peers and work with their centers of gravity. Activities will vary from ground based teamwork games to individual high ropes activities.

## 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

\*Teamwork activities

\*Low and High element activities

\*Appreciation and respect for the outdoors through trips and clinics

**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 will be able to identify all safety rules and procedures intended for low and high elements

\*Students will be capable of maneuvering a canoe or watercraft

\*Students will be able to perform low or high element tasks on the Outdoor Education Course

**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 are encouraged to use these activities as an alternative to organized sports for building their fitness level

\*Students are encouraged to assist their peers in more difficult tasks whenever possible.

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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 take the confidence they gained from the lower element activities and use it for the more difficult high ropes activities

**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 must demonstrate proper techniques for putting on a safety harness before climbing

\*Students that are not ready to climb will be given other duties during the course to ensure participation

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

\*Students are shown that this course and the information in this course can be used in place of sport participation to gain physical fitness

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## I. Topic/Unit of Study: Outdoor Education

### 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 are taught the proper procedures in the event of an emergency in the outdoors
*Students are made aware of appropriate procedures for use of the lower and upper elements
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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 behaviors
*Students are encouraged to help motivate their peers to accomplish their goals
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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 are encouraged to use the skills gained from this course for their own personal experiences after they graduate
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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 can be spotters for those that are attempting an activity
*Students are asked to become group leaders during teamwork activities
*Students are able to choose the activities that they would like to participate in in order to achieve personal success
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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 are taught to recognize and react to potentially dangerous situations
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### I. Topic/Unit of Study: Outdoor Education

**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 aware of programs offered within the community - Frost Valley, Outward Bound, Project Adventure, camps

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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

\*Camps, Outward Bound programs, Project Adventure programs, Frost Valley

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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













