Rogers Public Schools Instructional Alignment
Physical Education - Dance

Qtr 1	Qtr 2	Qtr3	Qtr 4	Essential Learnings	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructio Strategie	Assessment
x					MC.1.PEL.4	Examine a variety of fitness and adventure activities to perform complex skills (e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)	Demonstrate traditional & adventure activities: dance, strength training, aerobics, hip-hop, jazz, kick-line, pom, dance competition	Accurate placement of Motions *Rhythm of Band dances	High V, low V, T, broken T, touchdown, K, diagonal, 8-count, leap, piroutte, plie, releve, tendu, degage, fouette	AAA Safety Training, ACCA Competition Evaluation, NFSC Safety Rules	Similaritie and differenc between hip hop, jazz, kick, and pom	,Dance Performance Assessment: 80% mastery *Competition assessment
x	x				MC.1.PEL.1	Critique movement in a variety of activities by utilizing technology (e.g., videos, digital cameras, stop watches, heart monitors, pedometers, computer programs)	Evaluate Movements and Dances via video taping. Monitor heart rate before and after dances.	Evaluate Performances after they are over by video to improve next performance. Monitor heart rate before and after dance. Time dances to make sure they fit in ACCA time limits.	Resting Heart Rate	Video Camera Stop, Watch, ACCA Score Sheets	Students evaluate their own strengths and weaknes from the video.	,Dance Performance Assessment: 80% mastery *Competition assessment
		x			MC.1.PEL.2	Identify and apply proper concepts associated with participation in a variety of activities (e.g., weightlifting, stretching, running, breathing, warm-ups)	Identify safety principles associated with lifetime sports & adventure activities: proper weight training techniues, stretching, equipment safety, proper footwear.	*strength training, proper use of equipment, proper form, injury prevention	core strength, cardio strength	*AAA Safety Training	Identify correct safety rules from the AAA guideline	,Dance Performance Assessment: 80% mastery *Competition assessment
x	x	x	x		MC.1.PEL.3	Participate in a variety of activities that promote fitness (e.g., traditional activities, adventure activities, competitive activities, recreational activities)	Participate in traditional and adventure activities that promote fitness: strength training, aerobic activities, dance, competitive dance.	participating in various activities that promote fitness though dance such as work out videos, and different forms of dance such as Jazz, Hip Hop, Pom, and Kick Line.	Jazz, Hip Hop, Pom, Ballet, Kick Line, Zumba	Work Out Videos, Dance Vocabulary	Students will engage in different styles of activity and weigh benefits through a summary of activity.	,Dance Performance Assessment: 80% mastery *Competition assessment
x	x	x	x		MC.1.PEL.4	Examine a variety of fitness and adventure activities to perform complex skills (e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)	Exhibit a basic level of competency, advancing to a level of proficiency in a variety of lifetime activities: strength training, and different forms of dance.	*strength training, proper use of equipment, proper form, injury prevention, different forms of dance.	turns, leaps, fouttes, back handspring, Jazz, Hip Hop, Pom, Ballet, Kick Line, Lyrical	Dance Teachers, History Vidoes on Forms of Dance, ACCA Score Sheets, AAA Saftey manuel.	Students will have a minimum skill level testing to allow them to progress to higher level skills.	,Dance Performance Assessment: 80% mastery *Competition assessment

			x		HRF.2.PEL.1	Participate in a nationally recognized fitness assessment at various times throughout the year to determine the initial level of fitness and to determine individual progress (e.g., President's Challenge, other nationally recognized health-related fitness tests): • cardio-respiratory (e.g., mile run, step test, recovery rate, pacer) • muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength) • muscular endurance (e.g., curl-ups, push-ups, step-ups, grip endurance) • Flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation) • body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold)	Participate in assessing cardio-respiratory, strength, endurance, flexibility	*Cardio training: 1 mile	BMI	BMI Index, Calculators, Flexability Measuring Tools	N/A	,Dance Performance Assessment: 80% mastery *Competition assessment	
			x		HRF.2.PEL.3	Participate in a variety of appropriate activities in each area of fitness by incorporating the FITT formula and the three basic principles of exercising: • cardio-respiratory (e.g., target heart rate formula, bicycling, canoeing, dancing, jogging, hiking, running, swimming, walking) • muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength, weight training) • muscular endurance (e.g., curl-ups, push-ups, step-ups, weight training) • flexibility (e.g., stretching, rotating, yoga, aerobics, Pilates) • body composition (e.g., balanced nutrition and physical activity)	Participate in activities that promote health in areas of cardio, muscular strenth, muscular endurance, flexibility and body composition	*30 minute dance drills * Nutrition Education Program	Circut Training	BMI Index, Calculators, Flexability Measuring Tools	Students will engage in physical testing within each quarter to show improver in areas that need more focus.	,Dance Performance Assessment: 80% mastery *Competition assessment	
			x		HRF.2.PEL.2	Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles	Create and monitor fitness goals.	*Out-of-season fitness goals: establish a personal nutrition chart & fitness chart	Body Image, Anorexa, Bulimia	Lessons on Bulima and Anorexa, Discussions of positive body image, Pictures of people with each disorder.	Students will identify their own personal goals for the semester and then revisit them through testing to see if they achieved them.	Monitoring of out of season Goals. Did you meet reasonable goals that you had set through the year.	

			x		LAR.3.PEL.6	Monitor personal fitness to include potential lifetime activities that promote health-related fitness, relieve tension, and maintain a healthy weight in both school and non-school settings	Describe health and fitness plans to involve lifetime fitness and include stress management and weight management in both school and non-school settings	In-season performance goals: establish 2 personal goals: lifting, dance technique, cardio goals, etc.	Stress management, healthy weights	Goal Sheet, AAA Safety Guidelines, ACCA Score Sheets.	Throughd the semester the students will be able to show improver in lifetime fitness as a result of testing.	,Dance Performance Assessment: 80% mastery *Competition assessment	
x					PSB.4.PEL.3	Examine the potential dangers of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	Discuss the dangers of performance enhancing products.	Discussion of dangers of performance enhancing products	steroids, unsafe weightloss drugs	Lists of harmful drugs and what effects they have on the body.	Students will undergo lessons/v that shows a negative impact of performa enhancin drugs to heighten their awarenes	Did the student choose to stay away from harmful performance enhancing products.	
		x			LAR.3.PEL.4	Research fitness and/or recreational opportunities available locally, statewide, or nationally (e.g., trails, wilderness areas, rivers, lakes, fitness clubs, community fitness organizations)	Research & utilize local, state, national and/or international fitness and recreational resources and organizations.	*Visit various types of locations for summer workouts *Go over exercises on a summer workout plan *Participate in state and national dance competitions	wellness, fitness, recreational facilities, dance studios, company dance, dance competition	Local Studios, Competitions	Through a powerpoi presenta students will become aware of fitness opportun in the communi that will be available to them post secondar	,Dance Performance Assessment: 80% mastery *Competition assessment	
		x			LAR.3.PEL.3	Examine the benefits of lifetime participation in traditional, adventure, or leisure activities: • stress management • maintain muscle mass • maintain cardio-respiratory fitness • maintain body weight • promote social interaction	Analyze skill-related fitness and health-related fitness while participating in lifetime sports and recreation during the life-cycle	*Practice different types of exercises and the benefits of exercise: circuit training	cardiovascular, strength training, dance technique training	*HS weight & dance room	Guest speakers from local fitness/re organizat will enlighten students to opportun in our communi	,Dance Performance Assessment: 80% mastery *Competition assessment	

			x		LAR.3.PEL.2	Discuss the benefits of participating in regular physical activity to reduce chronic disease risks: • reduce blood lipids • lower blood pressure • appropriate weight loss • reduce stress • lessen colon cancer risk • lessen risk for diabetes	Investigate the benefits of participating in regular physical activity to reduce chronic disease risks: reduce blood lipids, lower blood pressure, improve weight loss, reduce stress, lessen colon cancer risks, lessen risk for diabetes	*Complete exercises: push-ups, sit-ups, lunges, wall-sits, planks, leg raises, running...	aerobic, non-aerobic activities, body mass index, blood pressure, cancer risk, diabetes	*HS weight & dance room	Students will recognize the benefits of regular physical activity with specific focus on maintain a healthy lifestyle.	,Dance Performance Assessment: 80% mastery *Competition assessment	
		x			LAR.3.PEL.3	Examine the benefits of lifetime participation in traditional, adventure, or leisure activities: • stress management • maintain muscle mass • maintain cardio-respiratory fitness • maintain body weight • promote social interaction	Evaluate the health benefits of lifetime participation in traditional, adventure, or leisure activities: stress reduction, maintain muscle mass, maintain cardiovascular health, maintain body weight, promote social interaction.	Participate in activities such as jogging and team building activities	aerobic, non-aerobic activities, body mass index, leadership roles, lifetime sports, stress reduction, cardiovascular, maintain	*HS weight & dance room * Jones center team adventure center	Students will recognize the benefits of regular physical activity with specific focus on maintain a healthy lifestyle.	*Verbal and written committment to summer workouts	
			x		LAR.3.PEL.5	Evaluate personal health and fitness as it relates to: • leisure time • employment • daily activities • economic impact	Discuss personal health as it relates to leisure, employment, daily activities, economic impact.	*Out-of-season fitness goals: maintain muscle mass, cardio health, body weight, promote social interaction	aerobic, non-aerobic activities, body mass index, leadership roles	*HS weight & dance room, summer workout calendar	Students will recognize the benefits of regular physical activity with specific focus on maintain a healthy lifestyle.	Verbal and written committment to summer workouts	
x	x	x	x		PSB.4.PEL.1	Demonstrate ability to act responsibly and independently in physical activity settings (e.g., accepts constructive feedback, displays courtesy to others, works independently, follows proper procedures, demonstrates fair play)	Identify and employ responsible and considerate behaviors in physical activities.	*Safety Training: NFHS Cheer Rules *Behavior monitored by coaches in accordance with team rules	Point deduction, respect/disrespect, constructive feedback	*HS weight & dance room, deduction system, grade sheets	Students will be given the opportun to design and impleme dance routines for events during the school year.	*Verbal and written committment to summer workouts	
x	x	x	x		PSB.4.PEL.2	Apply appropriate safe behaviors when participating in all physical activities (e.g., care of equipment, wear helmet, wear mouth piece, wear life vest, hunter and boating safety)	Exhibit appropriate safe behaviors when participating in all physical activities.	*Safety and progressions training	Use of correct footwear, progression of dance skills	*HS weight & dance room, dance progression chart	Safety procedur will be followed.	*Verbal and written committment to summer workouts	

			x		PSB.4.PEL.3	Examine the potential dangers of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	Assess the rusks involved with the use of anabolic steroids and other performance enhancing supplements.	*Drug education discussion	Anabolic steriods, performance enhancing supplements, sterility, mood swings, liver damage, legal issues	*National Federal Spirit rules book *Spirit department handbook	Students will undergo lessons/v that shows a negative impact of performa enhancin drugs to heighten their awarenes	*Team building monitored by coach and camp staff *written/oral cheer safety test *Individual cheer/dance budget Game performance agenda	
x	x	x			PSB.4.PEL.4	Discuss and model positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship, avoid bullying)	Discuss and display positive social behaviors associated with physical activity.	*Sportsmanship builders: welcome signs, positive cheering	Sportmanship, positive cheering v negative cheering, ethics, morale	Signs, chants, cheers that are positive toward our team and the opponent	Students will go over positive actions that they can exhibit as a member of a dance team.	*Team building monitored by coach and camp staff *written/oral cheer safety test *Individual cheer/dance budget Game performance agenda	
x	x	x	x		PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	Foster an environment of positive feedback that includes peer feedback.	Sportsmanship	Sportmanship, positive cheering v negative cheering, ethics, morale	List of comments deemed appropriate for teammates to use.	Teammat will watch videos of negative/ peer interactio and their affects.	Positive teammate of the week recognition.	
x	x	x	x		LAR.3.PEL.1	Engage in a variety of activities that promote improvement in each skill-related component of fitness: • agility • balance • coordination • power • reaction time • speed	Train the dance teams in all areas that pertain to successful performances.	Activities that promote skill-related components.	agility, balance, coordination, power, reaction time, speed	Practice plans	Through demonstr and repetition in practice, students will attain skill-related compone	Feedback from coach and peer feedback as previously stated.	
x	x	x	x		HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Train dancers in activities to benefit focus.	Use of numerous activities to promote stress-relief.	yoga, relaxation	dvds and guest coaches	Implement throughou aspects of daily practice.	Coach evaluation of level of stress in students.	
x	x	x	x		MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Train dancers both anaerobically and aerobically for maximum performance ability.	Conditioning exercises that support each.	anaerobic exercise, aerobic exercise, short term, long term	weight room, track, zumba	Students will recognize similarities and differences between anaerobic and aerobic activities.	Give feedback of summary of their findings.	

x	x	x	x		MC.1.PEL.6	Differentiate between isotonic and isometric activities for improvement in strength and flexibility	Enable students to be able to perform both isometrically and isotonically in their routines at a high level.	Activities that support both isometric and isotonic ability.	isotonic, isometric	weight room, track, dance room	Specific activities involving strength training to promote isotonic and isometric ability.	Give feedback of summary of their findings.	
x	x	x	x		MC.1.PEL.7	Differentiate between the components of the FITT formula: • Frequency • Intensity • Time • Type	Students have an understanding of the FITT formula and it's use in practicies and performances.	Gear practices toward components of the FITT formula	frequency, intensity, time, type	weight room, track, dance room	Differentia between frequency, intensity, time, and type	Give feedback of summary of their findings.	
x	x				MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: • overload • progression • specificity	Students have an understanding of the three basic principles of exercise as it relates to personal fitness.	Gear practices toward the three basic principles of exercise.	overload, progression, specificity	NSCA video on the three areas specified	Teaching lessons based upon NSCA guidelines on the 3 areas of overload, progressio and specificity.	Written summary identifying the three areas and coach's observation of the implementation of those areas in training.	