

Rogers Public Schools Instructional Alignment										
Physical Education - Baseball										
Q3	Q4	Essential Learning	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructional Strategies	Assessment
X		Assessments	MC.1.PEL.1	Evaluate movement in a variety of activities by utilizing technology(e.g., video, digital camera, stop watch, heart monitors, pedometers, computer programs)	The students swings will be filmed and evaluate with a coach to understand each step of a swing	Self-assess and understand the baseball swing using a digital camera.	Show understanding of the swing and bunting	Digital camera, baseball program for swing analysis	Individual practice	observation, rubric
	x	Understanding your player's abilities	MC.1.PEL.1	Evaluate movement in a variety of activities by utilizing technology(e.g., video, digital camera, stop watch, heart monitors, pedometers, computer programs)	The students will be timed in the 60 yard dash with a stop watch and they will understand how it relates to their times on a baseball field	Perform proper running technique: Elbows in, relaxed, high knees	A-skip, B-skip technique, Glute Kickers, High Knees	Physical Dimensions notebook	Small Group practice at short distance (15 yards) with peer evaluation.	Stop watch assessment
X		Strength and Conditioning	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)	Understand the importance of correct lifting techniques.	Apply maintenance program that improves core strength during spring season.	weight program nutrition program	Physical Dimensions Notebook pg. 70-80	Complete small group workouts.	Verbal QuizWorksheet Observation
X		Baseball specific agilities	MC.1.PEL.3	Participate in a variety of activities that promote fitness (e.g., traditional activities, adventure activities, competitive activities, recreational activities)	Maintain and improve health-related fitness components through baseball specific activities.	Demonstrate a variety of traditional baseball activities: Assessment of activity and check list of different activities	Adventure activities Strategy Tactics Fundamental movement Patterns Complex skill	Physical Dimensions notebook	Individual journal entries	Teacher Observations & journal checkpoints
x		Walking/Jogging	MC.1.PEL.3	Participate in a variety of activities that promote fitness (e.g., traditional activities, adventure activities, competitive activities, recreational activities)	Maintain and improve health-related fitness components through baseball specific activities.	Demonstrate a variety of traditional baseball activities: Assessment of activity and check list of different activities	Adventure activities Strategy Tactics Fundamental movement Patterns Complex skill	Physical Dimensions notebook pg. 184-200	Journal checkpoints	Teacher observation
	x	Aerobics	MC.1.PEL.3	Participate in a variety of activities that promote fitness (e.g., traditional activities, adventure activities, competitive activities, recreational activities)	Perform a variety of aerobic movements	Demonstrate a variety of traditional baseball activities: Assessment of activity and check list of different activities	Adventure activities Strategy Tactics Fundamental movement Patterns Complex skill	Physical Dimensions notebook pg. 41-68	Journal checkpoints	Observation and Heart rate checks
X	x	score keeping	MC.1.PEL.4	Examine a variety of traditional and adventure activities using strategies, tactics, and fundamental movement patterns to perform complex skills(e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)	To demonstrate a proficiency in all aspects of scoring the game and recording the statistics	The students will watch a pre-recorded baseball game and score a complete inning of a game.	position numbers, error, hit, bunt, sacrifice, left on base, rbi	Official Score-book	Score-keeping video	The students will be graded on their score-book of the pre-recorded game

x	x	Offensive skills	MC.1.PEL.4	Examine a variety of traditional and adventure activities using strategies, tactics, and fundamental movement patterns to perform complex skills(e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)	Perform specific offensive skills such as: baserunning, hitting, and bunting	Players will demonstrate proper stance, grip, weight transfer, and follow through to perform a proper swing	Align knuckles, stance, stay inside the ball, load, balance, linear, follow through, rotation, weight transfer	Videos, coaching, manual, clinics etc.	perform individual and in small groups	Teacher observation skill checklist
x	x	Defensive Skills	MC.1.PEL.4	Examine a variety of traditional and adventure activities using strategies, tactics, and fundamental movement patterns to perform complex skills(e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)	Perform specific defensive skills such as: throwing and fielding	Players will demonstrate the proper grip, stance, rotation, and follow through in throwing a baseball	Grip, stance, rotation, follow through, release point for infield and outfield throws	Physical dimensions notebook pg. 343-347	identify similarities and differences	Scores/Court position and observation
x	x	Strength and Conditioning	MC.1.PEL.4	Examine a variety of traditional and adventure activities using strategies, tactics, and fundamental movement patterns to perform complex skills(e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)	Players will demonstrate different activities using fundamental skills	Players will demonstrate different stretching and agility skills such as: Plyometrics, high knees, glut kicks, A-skips, B-skips, Karaoke etc	aerobic, anaerobic, wrist curls, squats, plyometrics, agilities, high and low knees, A and B skips	Physical dimensions notebook pg. 70-80	perform individual and in small groups	Teacher observation and skill checklist
x		Health	MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Students will understand the difference between anaerobic and aerobic	Demonstrate aerobic and anaerobic activities	anaerobic, aerobic	Physical Dimensions Notebook	reinforcing effort and providing recognition	Observation
x		Health	MC.1.PEL.6	Differentiate between isotonic and isometric activities for improvement in strength and flexibility	Students will understand the difference between isotonic and isometric	Demonstrate different techniques for strength and flexibility	isotonic, isometric	Physical Dimensions Notebook	reinforcing effort and providing recognition	Observation
x	x	Health/Fitness	MC.1.PEL.7	Differentiate between the components of the FITT formula: <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Time</li> <li>• Type</li> </ul>	Students will better understand the FITT Formula	Demonstrate how often, how hard, how long and what type of exercise they are doing	frequency, intensity, time, type	Physical Dimensions Notebook	non-linguistic representatio	Observation
	x	Strength/Condition	MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: <ul style="list-style-type: none"> <li>• overload</li> <li>• progression</li> <li>• specificity</li> </ul>	Students will understand what overload, progression, and spcificity means	Demonstrate overload, progression, and specificity when exercising	overload, progression, specificity	Physical Dimensions Notebook	non-linguistic representatio	Observation

x		Assessments	HRF.2.PEL.1	Participation in at least one nationally recognized fitness assessment at various times throughout the year 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, 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)	The students swings will be filmed and evaluate with a coach to understand each step of a swing	Evaluate personal fitness status after participation in a variety of fitness tests. Pre-tests, goal setting, and post tests	Cardio-respiratory, muscular strength, muscular endurance, flexibility, and body composition	Flexibility (e.g., V-sit, sit and stretch, trunk lift, and body rotation)	Individual practice	Body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold, president's challenge, other nationally recognized health-related fitness components)
x		Strength and Conditioning	HRF.2.PEL.1	Participation in at least one nationally recognized fitness assessment at various times throughout the year 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, 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)	Students will be able to demonstrate safety principles associated with the game of baseball. stretching techniques, player positioning, weather conditions	Evaluate personal fitness status after participation in a variety of fitness tests. Pre-tests, goal setting, and post tests	Cardio-respiratory, muscular strength, endurance, flexibility, body composition	Presidential fitness test, fitnessgram, healthstar manager	Group stretches that are coach lead and monitor	Self-assess and understand personal health related fitness components
	x	Nutrition	HRF.2PEL.2	Create and monitor health fitness goals based on a variety of physical activities, fitness profiles, and nutritional guidelines, and fitness principles	Set goals and maintain healthy habits through a nutritional log	Design and analyze health fitness goals: My Pyramid, Caloriesperhour.com, and Food Diary	Demonstrate a variety of health enhancing activities: Training log, Heart rate log, and Food log	Physical Dimensions notebook p 434-440	setting objectives and providing feedback	Student log

X		Walking / Jogging	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: <ul style="list-style-type: none"> <li>• cardio-respiratory (e.g., target heart rate formula, bicycling, canoeing, dancing, jogging, hiking, running, swimming, walking)</li> <li>• muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength, weight training)</li> <li>• muscular endurance (e.g., curl-ups, push-ups, step-ups, weight training)</li> <li>• flexibility (e.g., stretching, rotating, yoga, aerobics, Pilates)</li> <li>• body composition (e.g., balanced nutrition and physical activity)</li> </ul>	Distinguish among the various walking speeds and realize the effect of those speeds on fitness levels and weight control.	Demonstrate a variety of health enhancing activities <ul style="list-style-type: none"> <li>- Training log</li> <li>- Heart rate log</li> <li>- Food log</li> </ul>	cardio-respiratory muscular strength muscular endurance flexibility body composition circuit training heart-rate monitoring stretching nutrition logs	Physical Dimensions Notebook pg. 182-183	setting objectives and providing feedback	Pedometers
		Fitness	HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Students will understand how to breathe properly when exercising	Demonstrate different breathing techniques when exercising	stress relief, relaxation	Physical Dimensions Notebook	reinforcing effort and providing recognition	Observation
	x	Fitness	LAR.3.PEL.1	Engage in a variety of activities that promote improvement in each skill-related component of fitness: <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li> </ul>	Students will understand the difference between health and skill related fitness components	Demonstrate all of the skill related components	agility, balance, coordination, power, reaction time, speed	Physical Dimensions Notebook	cooperative learning	Observation
	X	Nutrition	LAR.3.PEL.2	Discuss 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 risk, and lessen risk for diabetes	Recognize the impact of risky behaviors	Design and analyze health fitness goals: My pyramid, caloriesperhour.com, food diary	Demonstrate a variety of health enhancing activities: Training log, Heart rate log, and Food log	Physical Dimensions notebook pg. 446-447	questions, cues, and advanced organizers	Journal
X		Assessments	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	Understand the value of lifelong participation in physical activity	Evaluate personal fitness status after participation in a variety of fitness tests. Pre-tests, goal setting, and post tests	Cardio-respiratory, muscular strength, endurance, flexibility, body composition	flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation)	identify similarities and differences	Class discussion

	X	Nutrition	LAR.3.PEL.3	Examine the health 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	Stress reduction	maintain muscle mass	maintain cardiovascular	maintain body weight	cooperative learning	promote social interaction	
X		Walking/Jogging	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)	Maintain and improve health-related fitness components through speed training activities outside the school setting.	Demonstrate a variety of health enhancing activities: Training log, Heart rate log, and Food log	Cardio-respiratory, muscular strength, muscular endurance, flexibility, body composition, circuit training, heart rate monitoring, stretching, and nutrition logs	Physical Dimensions notebook pg. 193-194	summarizin and notetaking	Journal	
	X	Nutrition	LAR.3.PEL.5	Evaluate personal health and fitness as it relates to: leisure time, employment, daily activities, economic impact	Leisure	employment	daily activities economic impact (health care costs)	Make personal choices regarding their wellness	cooperative learning	group discussion and obseration	
	x	Nutrition	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 setting	Recognize the impact of risky behaviors	Design and analyze health fitness goals: My pyramid, caloriesperhour. com, food diary	Fitness profiles and Nutritional guidelines	Physical Dimensions notebook pg.453-454	summarizin and notetaking	Fitness journals	
X		Orientation	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)	Cooperate with others in order to accomplish group tasks. Be familiar with the other students in the class	Name and demonstrate responsible and considerate personal behaviors during physical activity: Hellison behavior assessment and peer assessment	Responsible, Considerate, Personal behaviors, constructive feedback, Courteous, and Independently	Physical Dimensions notebook pg. 3-15	cooperative learning	Direct Observation and Accomplish Task	
		Safety	PSB.4.PEL.2	Apply appropriate safe behavior when participating in all physical activities (e.g., care of equipment, wear helmet, wear mouthpiece, wear life jacket, hunter and boating safety education course)	To demonstrate and apply the proper techniques in wearing helmets and other safety equipment	Demonstrate the proper use of helmets	Helmet straps	Safety articles in magazine	non-linguistic representat	observation	
	X	Nutrition	PSB.4.PEL.3	Examine the potential dangers of anabolic steroids and performance-enhancing supplements(e.g., mood swings, liver damage, sterility, legalities)	Identify the consequences of using performance-enhancing supplements	Design and analyze health fitness goals- My Pyramid- Caloriesperhour. com- Food diary	Read articles on the perial of steroids	Physical Dimensions notebook pg. 446-447	questions, cues, and advanced organizers	Quiz	
	x	Nutrition	PSB.4.PEL.3	Examine the potential dangers of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	Recognize the impact of risky behaviors	Demonstrate a variety of health enhancing activities: Training log, Heart rate log, and Food log	Fitness profiles and Nutritional guidelines	Physical Dimensions notebook pg 446-447	summarizin and notetaking	Written Test	
X		Orientation	PSB.4.PEL.4	Discuss and model positive social behaviors associated with physical activity(e.g., peer interaction, team work, sportsmanship, avoid bullying)	Develop a sense of trust and security in the group	Summarize and apply positive social behaviors associated with physical activity: Hellison Model	Social behaviors, Peer interactions, and Sportsmanship	Physical Dimensions notebook pg 18-38	cooperative learning	Group discussion and observation	

	x	Orientation	PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	Students will understand the negative effects of peer pressure	Demonstrate the positive and negative effects of peer pressure	peer pressure	Physical Dimensions Notebook	identify similarities and differences	Observation	
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