

**Rogers Public Schools Instructional Alignment
Physical Education - Cheer**

QTR 1	QTR 2	QTR 3	QTR 4	Essential Learnings	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructive Strategies	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, gymnastics, team stunting, cheer competition	*Accurate placement of Motions *Rhythm of Band dances *Gymnastic mastery: intermediate skills	High V, low V, T, broken T, diagonal, round off, backhandspring, back tuck, hurdle	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Similarity and difference between tumbling styles, positions in stunt groups, competition vs. performance routines	*Dance Performance Assessment: 80% mastery *Gymnastics Progression Chart *Stunt Progression Chart
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 via technology: video camera	*Video performance critique *Routine evaluations of own team and others using AAA & ACCA evaluation forms	Resting heart rate	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Students evaluate their own strengths and weaknesses from the video.	*Dance Performance Assessment: 80% mastery *Gymnastics Progression Chart *Stunt Progression Chart
		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 techniques, stretching, equipment safety	*strength training, proper use of equipment, proper form, injury prevention	core strength, cardio strength	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Identify correct safety rules from the AAA guideline	*Dance Performance Assessment: 80% mastery *Gymnastics Progression Chart *Stunt Progression Chart
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, gymnastics, competitive cheerleading	*stunt mastery, conditioning and videos, aerobic and strength, stunts, and dancing	yoga, spinning, pilates, core, cardio, endurance	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Students will engage in different styles of activity and weigh benefits through a summary of activity.	*Dance Performance Assessment: 80% mastery *Gymnastics Progression Chart *Stunt Progression Chart
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, dance, gymnastics	*strength training, proper use of equipment, proper form, injury prevention	turns, leaps, foutines, back handspring	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Students will have a minimum skill level testing to allow them to progress to higher level skills.	*Dance Performance Assessment: 80% mastery *Gymnastics Progression Chart *Stunt Progression Chart

				x		<p>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):</p> <ul style="list-style-type: none"> • 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	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	N/A	*Timed mile performance test *Gymnastics Progression Chart *Stunt Progression Chart				
					x	<p>Participate in a variety of appropriate activities in each area of fitness by incorporating the FITT formula and the three basic principles of exercising:</p> <ul style="list-style-type: none"> • 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 strength, muscular endurance, flexibility and body composition.	*30 minute dance drills *Nutrition Education Program	Circuit training	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Students will engage in physical testing within each quarter to show improvement in areas that need more focus.	*Timed mile performance test *Gymnastics Progression Chart *Stunt Progression Chart				
					x	<p>HRF.2.PEL.2</p> <p>Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles</p>	Create and monitor fitness goals.	*Out-of-season fitness goals: establish a personal nutrition chart & fitness chart	Body image	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Students will identify their own personal goals for the semester and then revisit them through testing to see if they achieved them.	*Timed mile performance test *Gymnastics Progression Chart *Stunt Progression Chart				

			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, stunting, cardio and gymnastics training	Stress management, healthy weights	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Throughout the semester the students will be able to show improvement in lifetime fitness as a result of testing.	*Timed mile performance test *Gymnastics Progression Chart *Stunt Progression Chart				
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	*AAA Safety Training *ACCA Competition Evaluation *NFSC Safety Rules	Students will undergo lessons/activities that shows a negative impact of performance enhancing drugs to heighten their awareness	*Timed mile performance test *Gymnastics Progression Chart *Stunt Progression Chart				
		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	wellness, fitness, recreational facilities	*HS weight & dance room	Through a powerpoint presentation students will become aware of fitness opportunities in the community that will be available to them post secondary	*Verbal and written commitment to summer workouts				
		x			LAR.3.PEL.3	Examine the benefits of lifetime participation in traditional, adventure, or leisure activities: <ul style="list-style-type: none"> 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	*HS weight & dance room	Guest speakers from local fitness/recreational organizations will enlighten students to opportunities in our community	*Verbal and written commitment to summer workouts				
				x	LAR.3.PEL.2	Discuss the benefits of participating in regular physical activity to reduce chronic disease risks: <ul style="list-style-type: none"> 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, tea-kettles, 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 maintaining a healthy lifestyle.	*Verbal and written commitment to summer workouts				

			X		LAR.3.PEL.3	Examine the benefits of lifetime participation in traditional, adventure, or leisure activities: <ul style="list-style-type: none"> 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 *Practice a physically active lifestyle	aerobic, non-aerobic activities, body mass index, leadership roles, lifetime sports, stress reduction, cardiovascular, maintain	*HS weight & dance room	Students will recognize the benefits of regular physical activity with specific focus on maintain a healthy lifestyle.	*Verbal and written commitment to summer workouts				
			X		LAR.3.PEL.5	Evaluate personal health and fitness as it relates to: <ul style="list-style-type: none"> 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	*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 commitment 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 opportunity to design and implement dance routines for events during the school year.	*Verbal and written commitment 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	Prep, toss drill, hang drill, lib, extension, 4 corner spotting, backspot, base,	*HS weight & dance room, stunt progression chart	Safety procedure will be followed.	*Verbal and written commitment 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 risks involved with the use of anabolic steroids and other performance enhancing supplements.	*Drug education discussion	Anabolic steroids, 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 performance enhancing drugs to heighten their awareness	*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	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.	Teammata will watch videos of negative peer interaction and their affects.	Positive teammate of the week recognition.					
X	X	X	X		LAR.3.PEL.1	Engage in a variety of activities that • 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 demonstration and repetition in practice, students will attain skill-related components	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 throughout 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 isotonicly 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 practices and performances.	Gear practices toward components of the FITT formula	frequency, intensity, time, type	weight room, track, dance room	Differentiate 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, progression and specificity	Written summary identifying the three areas and coach's observation of the implementation of those areas in training.					