

Rogers Public Schools Instructional Alignment Physical Education - Football										
Q1	Q2	Essential Learning	SLE Number	AR Department of Education Student Learning Expectation	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructional 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)	Students will perform complex movements while playing Football, Weight Training, Wrestling and Speed and Agility Drills	Develop proper stance, alignment, and movement to the ball, usage of hand placement and explosive lifting techniques, and exhibit proper running form and body posture	Agility, Wrestling, Football, Athletic Position, Stance, Explosion, Flexion Extension	lines on field, cones, bags, free weights and bars, racks, dumbbells, bungee training cords	pursuit drill, stance and start drill, line drill, board drill, parallel squat, bench press, power clean, power snatch	video drill with student video evaluation, teacher observation and evaluation
	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)	Students will run a 40 yd. sprint while being timed with a stop watch and perform a verticle jump on an electronic jump mat. They will also evaluate their performance from digital video	form running for 40 yd dash. proper foot and knee, hand and elbow placement. proper base and stance to perform explosive movement.	Verticle Jump, Jump Mat, Dot Mats	Tri-pod endzone camera, Wide view camera, vertical jump standard, stop watch.	group explanation of tasks, group rotate to different testing sites, individual test/results. they are grouped by positions.	times, heights recorded and put on spread sheet. video is reviewed for corrections.
	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)	Students will be able to demonstrate proper tackling technique and proper use of body equipment i.e.( Helmets, mouthpiece, shoulder pads, leg pads...etc)	Proper Feet Placement, Posture, Hip and ankle flexion, Flexibility, Strength, Elbow and Hand Placement, Vision (Head in the right place)	2 in 2 (Screws into Chest), Shoot the Guns (Elbow Extension), Climb the ladder, Drive the Feet, Explode the Hips, Head Placement	Tall Dummy Pad, Tackling Sled, Football Pads ( Helmet..ets)	Tackling Form, Angles, Head Placement, Physical	outcome of competition, video breakdown of competition
	X		MC.1.PEL.3	Participate in a variety of activities that promote fitness (e.g., traditional activities, adventure activities, competitive activities, recreational activities)	Students will improve fitness by playing 7 on 7, stick wrestling and football	proper running style, proper movements that apply to change of direction.	Zone, Man to Man. Out, Flag, Post, Dlg. Funnel, Flat, Press	footballs, playing field, helmet cleats, 7 on 7 uniform.	defensive coverages, offensive formations and plays	outcome of competition, video breakdown of competition

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	X		HRF.2.PEL.1	Participate in a nationally recognized fitness test (e.g., President's Challenge, Presidential Fitness Test) <ul style="list-style-type: none"> <li>• cardio-respiratory fitness (e.g., mile run, step test, recumbent bike)</li> <li>• muscular strength (e.g., pull-ups, push-ups, modified pull-ups)</li> <li>• muscular endurance (e.g., curl-ups, push-ups, sit-ups)</li> <li>• Flexibility (e.g., V-sit, sit and reach, shoulder flexibility)</li> <li>• body composition (e.g., BMI, body fat percentage)</li> </ul>	Students will be able to identify their strengths and weaknesses based upon their performance on Nationally Recognized fitness test	Conditioning testing through timed 300m shuttle, timed push-ups for 1 min, and timed sit-ups for 1 min.	300 shuttle run, endurance, qualifying times, repetitions	stop watch, counter, track facility, athletic trainer evaluator	300m run, sit-ups, push-ups	Presidential Fitness Test
	X		HRF.2.PEL.3	Participate in a variety of age-appropriate physical activities (e.g., target heart rate form) <ul style="list-style-type: none"> <li>• cardio-respiratory fitness (e.g., pull-ups, push-ups, modified pull-ups)</li> <li>• muscular strength (e.g., curl-ups, push-ups, sit-ups)</li> <li>• muscular endurance (e.g., stretching, rotating, yoyo)</li> <li>• flexibility (e.g., stretching, rotating, yoyo)</li> <li>• body composition (e.g., balanced nutrition and hydration)</li> </ul>	Students will lift weights to improve strength, do a variety of stretching exercises to improve their flexibility, go through circuit training routines to improve cardio-vascular fitness, and perform exercises until failure to increase muscular endurance. A variety of activities are incorporated to help improve body composition	Proper weight lifting technique, Proper Stretching Posture, Proper Running form	Weight Lifting Technique(Squat, Bench, Power Clean), Stretching Vocabulary (Static and Kinetic Stretching), Body Weight Management, Calorie Intake	Weight Room, Turf Room, Cones, Football Pads, Weight Scales, Measuring Sticks	Kinetic and Static Stretching Techniques, Circuit Training Drills, Proper Weight Lifting Technique	Weight Chart, Video Drills, Weight lifting test, Kinetic and Static Stretching Test
	X		HRF.2.PEL.2	Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles	Students will keep a weight lifting log which includes goal setting and breaking personal records	proper technique for lifting and safety.	good base, power clean, bench press, back squat, front squat, incline press, push press, jerk press, clean and jerk.	proper power racks, benches, barbells/dumbbells, medicine balls, kettlebells,	circuit training, core lifting, multi-joint training, sport specific weight training.	testing, strength, speed, agility. post scores and show improvement from earlier tests. goal boards and recognition boards.

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	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	Students will keep a weight lifting log that will monitor improvement and they will have access to posted print outs on a variety of activities that shows their performance and how they compare to other students.	proper technique for lifting and safety.	good base, power clean, bench press, back squat, front squat, incline press, push press, jerk press, clean and jerk.	proper power racks, benches, barbells/dumbbells, med balls, kettlebells,	circuit training, core lifting, multi-joint training, sport specific weight training.	testing, speed, strength, agility, post scores and show improvement from earlier tests. goal boards and recognition boards.
	X		PSB.4.PEL.3	Examine the potential dangers of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	Students will be able to differentiate between healthy and harmful products that are available to them.	Know the positive and negative effects of the varied available performance enhancing drugs and supplements then compare and contrast these	steroids, HGH, creatine, protein enhancers, dietary supplements, nutritional value of a variety of foods, vitamins, and minerals	handouts, videos, food pyramid, nutritional and dietary web sources	classroom discussion, lecture, nutritionist speakers, fitness instructor lecturing	teacher question and answer, guided practice, examination
	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)	Students will use the HS facilities (weight room, track, and fields) as well as other fitness facilities in the area (RAC, Village on the Creeks, World Gym, etc...)	Access to Facilities, knowledge of school or facility layout, Knowledge of Rules and regulations of Facilities	Gym, Weight Room, Trainers Room, Turf Room	Map of Facility, Rules of Facility, Informaiton Packet/ Handbook	Walking Tour of Facility, Handouts of Facility, Pictures of Facility	Test on knowledge of Rules and Regulations, and Site Map
	X		LAR.3.PEL.3	Examine the benefits of life: <ul style="list-style-type: none"> <li>stress management</li> <li>maintain muscle mass</li> <li>maintain cardio-respiratory</li> <li>maintain body weight</li> <li>promote social interaction</li> </ul>	Students will be able to identify differences skill related fitness, health related fitness and lifetime sports activities	be able to identify skills related to the game situation and others that can be used in lifetime sports	run, jump, catch, throw, tackle, block, hit, kick,	football, football playing field, protective equipment	drills that apply to game situations.	score, game statistics
	X		LAR.3.PEL.2	Discuss the benefits of participating in physical activity: <ul style="list-style-type: none"> <li>reduce blood lipids</li> <li>lower blood pressure</li> <li>appropriate weight loss</li> <li>reduce stress</li> <li>lessen colon cancer risk</li> <li>lessen risk for diabetes</li> </ul>	Students will be able to make healthy choices for themselves because they understand the value of physical activity	benefits of BMI testing, cardiovascular fitness,	BMI, cardiovascular, anaerobic, aerobic, blood pressure, colon cancer, blood lipids, diabetes	BMI machine, tape measure, weight scales, body fat calipers	Body composition testing, weighing and measuring, blood pressure screening, CVR training	Measure and record, time, chart and follow results through periodic testing

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	X		LAR.3.PEL.3	Examine the benefits of life <ul style="list-style-type: none"> <li>stress management</li> <li>maintain muscle mass</li> <li>maintain cardio-respiratory health</li> <li>maintain body weight</li> <li>promote social interaction</li> </ul>	Students will be able to identify health benefits of an active lifestyle	training the athlete to perform in the game and also attaining a understanding of physical fitness as a lifetime goal	core strength, flexibility, aerobic capacity, functional movement, mobility balance coordination, anaerobic capacity, power	Weight Room, Turf Room, Cones, Football Pads, Weight Scales, Measuring Sticks, activity videos,	lifting, running, stretching, sleep, proper nutrition,	goal board, recognition board, self evaluation, quality of life, improvement of strength and speed
	X		LAR.3.PEL.5	Evaluate personal health and leisure time <ul style="list-style-type: none"> <li>employment</li> <li>daily activities</li> <li>economic impact</li> </ul>	Students will be able to explain how football fitness will improve multiple facets of their lives	Knowledge of Physical Fitness Benefits, Leadership, Teamwork, Responsibility	Nutrition, Caloric Intake and Output, Hydration, Insurance	Athletic Trainer, Coaches	Daily Interaction with Coaches	None
	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)	Students will address adults by "yes sir" or "no sir" and will refrain from interrupting someone while they are speaking	Knowledge of Responsibility, Expectations, Teamwork, Being Coachable	Yes Sir, No Sir, Thank You	Coaches, Faculty, Administration	Daily Interaction with Coaches	Feedback from Faculty, Grade check and Assignment Check
	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)	Students will be properly equipped for every activity in which they participate and they will play according to the rules	Knowledge of needs of Protective Equipment	Correct Fit, Useage.	AAA Guidelines, District Guidelines	Handbook, Lecture, Meeting, Waivers	None
	X		PSB.4.PEL.3	Examine the potential dangers of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	Students will be able to make healthy choices in regard to supplementation for performance enhancement	Knowledge of Risks involved with Performance enhancing drugs	Acne, Mental Health, Liver failure, Mood swings, Diabetes	NSCA Guidelines, BFS, Husker Power	Coach Lecture and meeting, Athletic trainer, DVD's	Drug Testing
	X		PSB.4.PEL.4	Discuss and model positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship, avoid bullying)	Student will work together with teammates in a competitive atmosphere with an attitude of respect and sportsmanship	Examples of Sportsmanship and Respect for teammates and Opposition and officials	Positive attitude, Respect, How to handle adversity, Think before you speak.	AAA Guidelines, District Guidelines	Coach Lecture and meeting, Athletic trainer, DVD's, Coaches Examples	Feedback from Officials and opposition, and Opposing Coaching Staff

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	X		MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Students will be able to differentiate between aerobic and anaerobic activities	Demonstrate aerobic and anaerobic activities	Aerobic, anaerobic	Fitness for life	Handout	Chart, observation
	X		MC.1.PEL.6	Differentiate between isotonic and isometric activities for improvement in strength and flexibility	Students will understand the difference between isometric and isometric	Students will participate in daily warm-ups and stretching	Isometric, isotonic	Fitness for Life	Demonstration	Observation
	X		MC.1.PEL.7	Differentiate between the components of fitness: • Intensity • Time • Type	Students will understand the FITT formula	Students will log daily performances/activities	Frequency, intensity	Fitness for Life	Handout	Daily exercise log
	X		MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: • overload • progression • specificity	Students will understand what overload, progression, and specificity mean	Demonstrate overload, progression, and specificity when doing activities	Overload, progression, specificity	Fitness for life	Handout, demonstration	Daily exercise and v
	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	Students will understand the difference between health related and skill related fitness components	Demonstrate skill related fitness components	Agility, balance, coordination, power, reaction time, speed	Fitness for Life	Handout	Observation
	X		PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	Students will understand the impact of peer pressure on physical participation and performance	Demonstrate the impact of peer pressure	Peer pressure	Physical dimensions	Handout/role play	Observation
	X		HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Students will understand how stress-relief strategies work	Demonstrate the stress-relief activity that works best for them	Stress-relief, imagery	Fitness for life Physical dimensions	Handouts Demonstration	Observation