

Rogers Public Schools Instructional Alignment										
Physical Education - Golf										
Q1	Q2	Essential Learning	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructional Strategies	Assessment
X		score keeping, course management	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)	Attempt the basic skills of golf.	Learn how to swing the club, Have an understanding of the different clubs, rules, grips	Adventure activities Strategy tactics Fundamental movement Patterns Complex skill	NWA First Tee U.S. G.A. P.E. Central	Video Presentation Professional Instruction Provide Information Large/Small Group Instruction	scorecards, observation
X		Assessments	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)	Self-assess and understand the golf swing using a digital camera.	Show understanding of the swing, chip, pitch, putt	chip, pitch, putt, over the top, slice, cut, etc.	Digital camera, golf program for swing analysis	Video Analysis Demonstrate	observation, rubric
	X	Strength and Conditioning	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 able to demonstrate safety principles associated with the game of golf. stretching techniques, player positioning, weather conditions	Assessment	Hamstring, Quadricep, Lower Back, Deltoid, Trapezius, Latissimus Dorsi, Fore	Physical Dimensions Notebook pg. 70-80	Video Check for Understanding	Verbal Quiz, Worksheet, Observation
	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 walking activities.	Demonstrate a variety of traditional and adventure activities. - Assessment of activity - Check list of different activities	Adventure activities Strategy Tactics Fundamental movement Patterns Complex skill	Physical Dimensions Notebook pg. 184-200	Demonstration Provide examples	Teacher Observation
X	X	Strength and Conditioning	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)	Evaluate personal fitness status after participation in a variety of fitness tests	Perform fitness assessments, Compare scores with national averages, Have an understanding of realistic goals, Set goals	Cardio-respiratory muscular strength endurance flexibility body composition	Presidential Fitness Test Fitnessgram Healthstar Manager	Model desired skills Provide Information	Mile Run/Walk, Curl-ups, V-sit, Grip Strength, BIA

	X	Outdoor Sport: Golf	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>	Engage in stretching and walking activities while learning the game of golf.	Understanding of stretching and what muscles are being stretched, Walking activities, Understanding of Target Heart Rate Zone	Cardio-respiratory, M. Strength, M. Endurance, Flexibility, Body Comp., Circuit training, Heart-rate monitoring, stretching	NWA First Tee, U.S. G.A., P.E. Central	Provide Information Check for Understanding	Teacher, AssessmentPeer, AssessmentWritten Test	
	X	Nutrition	HRF.2.PEL.2	Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles	*Design and analyze health fitness goals	Understanding of the Food Pyramid, Compare pre and post test, compare food log with food pyramid recommendations, Develop fitness goals	Fitness profiles Nutritional guidelines	Physical Dimensions Notebook pg. 434-440	Reflective Activities	Student Log	
	X	Weight Training, Plyometrics, Cardio Activities	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	Create personal health and fitness plans that can be used for a lifetime.	Students will be able to illustrate and apply health related activities and record them in a personal journal.	Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition, Nutrition	Physical Dimensions Notebook pg. 198-199	Creative Thinking Provide Information	Weight Log, Nutrition Log	
	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)	Students will analyze the dangers of performance enhancing products.	Evaluate the long term affects " physical emotional, and/or social " from the use of performance enhancing products.	Steroids, Drug Testing, Performance Enhancing Drugs	Physical Dimensions Notebook pg. 446-447	Provide Information Discussion	Written Test	

X	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 walking activities outside the school setting.	Demonstrate knowledge of Arkansas State Golf Trail, Hobbs Trail, Devils Den, etc.	Sport, Recreation, Organizations, Parks and Recreation	Physical Dimensions Notebook pg. 193-194	Independent Practice	Journal	
	X	Assessments	LAR.3.PEL.3	Examine the benefits of lifetime participation in traditional, adventure, or leisure activities: <ul style="list-style-type: none"> <li>• stress management</li> <li>• maintain muscle mass</li> <li>• maintain cardio-respiratory fitness</li> <li>• maintain body weight</li> <li>• promote social interaction</li> </ul>	Understand the value of lifelong participation in physical activity.	Learn how to improve their health while participating in golf	Skill-related fitness, Health-related fitness, compare, contrast	Fitness for Life	Compare and Contrast Activities	Class discussion	
	X	Lifetime Wellness	LAR.3.PEL.2	Discuss the benefits of participating in regular physical activity to reduce chronic disease risks: <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 assess the benefits of participating in regular physical activity to reduce chronic disease risks.	Understand the correlation between inactivity and the higher risk of disease	blood lipids, blood pressure, diabetes, chronic disease	Fitness for Life	Link new information Check for understanding	Class discussion	
X		Outdoor Sports: Recreational Sports	LAR.3.PEL.3	Examine the benefits of lifetime participation in traditional, adventure, or leisure activities: <ul style="list-style-type: none"> <li>• stress management</li> <li>• maintain muscle mass</li> <li>• maintain cardio-respiratory fitness</li> <li>• maintain body weight</li> <li>• promote social interaction</li> </ul>	Analyze the health benefits of lifetime participation in recreational sports.	Understand the benefits of participation in recreational sports as they relate to: stress reduction, muscle mass, cardiovascular fitness, body weight, and social interaction	Stress reduction, Muscle Mass	P. E. Central	Compare and Contrast Activities	Observation	
	X	Outdoor Sports: Recreational Sports	LAR.3.PEL.5	Evaluate personal health and fitness as it relates to: <ul style="list-style-type: none"> <li>• leisure time</li> <li>• employment</li> <li>• daily activities</li> <li>• economic impact</li> </ul>	*Demonstrate knowledge of personal health and fitness as it relates to recreational sports.	Understand the benefits of recreational sports as they relate to personal health and fitness.	Leisure, Economic impact, Healthcare costs	P.E.Central	Guided Practice	Observation, Self assessment	
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)	Display sportsmanship, ability to work with others on a golf team. Be able to self officiate the game.	Knowledge of the rules, Basic understanding of sportsmanship, Conflict resolution skills	Responsible Considerate Personal behaviors Constructive feed back Courteous Independently	Project Adventure	Group/Individual Instruction Simulations	Direct Observation Accomplish Tasks	

X		Safe behaviors	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 demonstrate safe behaviors while on the golf course.	Show knowledge of golf etiquette during play.	Fore, etiquette	Rules of Golf	Observation	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.	Students will be able to demonstrate an understanding of the dangers of sport related drugs.	anabolic steroids, performance-enhancing drugs, sterility, legalities	Physical Dimensions Notebook pg. 446-447	Critical Thinking	Quiz	
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 Interaction Sportsmanship	Physical Dimensions Notebook pg. 18-38	Model desired skills Provide Information	Group DiscussionObservation	
	X	Strength and Conditioning	PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	Demonstrate understanding of how maintaining a healthy lifestyle could affect economic factors.	Analyze health care costs as they relate to those that are more physically active vs. those that are sedentary.	sedentary, personal trainer, economic factors	Physical Dimensions Notebook pg. 75-80	Provide Information Discussion to a deeper understanding	Group Discussion	
	X	Strength and Conditioning	MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Explain/demonstrate the difference between aerobic activity and anaerobic activity.	Compare 100 meter dash to 1 mile run	aerobic, anaerobic, endurance	Fitness for Life	Provide Information	Observation, Group Discussion	
x	x	Warm-ups	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	Daily warm up	Isometric, isotonic	Fitness for Life	Handout	Observation	
	X	Strength and Conditioning	MC.1.PEL.7	Differentiate between the components of the FITT formula: • Frequency • Intensity • Time • Type	Students will be able to explain what the FITT formula is	Daily workout log	Frequency, Intensity	Fitness For Life physical Dimensions	Handout	Teacher Observation Check student log	
	X	Strength and Conditioning	MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: • overload • progression • specificity	Students will document the use of overload, progression, and specificity.	Daily workout log	Overload, specificity, progression	Fitness for Life physical Dimensions	handout	Teacher Observation Student log	
	X	Strength and Conditioning	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 in health related fitness components and skill related fitness components	Demonstrate fitness components	Agility, balance, coordination, power, reaction time, speed	Fitness For Life Physical Dimensions	Handout	Observation	
	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)	Students will be able to name and demonstrate proper techniques related to lifting, stretching, and running.	Students will perform proper lifting, stretching, and spotting techniques.	Weightlifting, stretching	Fitness for Life Physical Dimensions	Handout, Demo	Observation Notebook	

X	X	Tournament Play	HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Students will be able to list and demonstrate stress relief strategies	Students will practice a variety of stress relief strategies to determine what works best for them	Stress, imagery, relaxation techniques	Fitness for Life Physical Dimensions	Handout, practice	Observation	
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