

**Rogers Public Schools Instructional Alignment
Physical Education - Life Time Sports**

Q1/Q4	Q2/Q3	SLE Number	AR Department of Education Student Learning Expectation (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructional Strategies	Assessment
X	X	PSB.4.PEL.1	Demonstrate ability to act responsibly and independently in physical activity settings.(e.g., accepts constructive feed back, courteous to others, works independently, follow proper procedures, demonstrates fair play)	The learner will name and demonstrate responsible and considerate personal behaviors during physical activity.	Students will discuss in groups, norms for participation, and define what the vocabulary words mean. After class activity, students will self assess their behavior.	Responsible Considerate Personal behaviors Constructive feed back Courteous Independently	It's Not Gym Anymore -Bane McCrackenProject Adventure -High School Adventure Curriculum -PE Central	Cooperative learning Discussion	Teacher ObservationPeer ObservationSelf Assessment
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)	Demonstrate and explain appropriate safe behaviors when participating in physical activities.	Define safe behaviors, List safety rules	Appropriate Associated Safety Equipment	It's Not Gym Anymore -Bane McCracken -Project Adventure -High School Adventure Curriculum PE Central	Cooperative learning Note taking	Teacher ObservationPeer ObservationSelf Assessment
X	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)-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)(e.g., President's Challenge, other nationally recognized health-related fitness tests)	Evaluate personal fitness status after participation in a variety of fitness tests	Students will perform fitness assessments, Compare scores with national averages, Have an understanding of realistic goals, Set goals monthly goals for improvement	cardio-respiratory muscular strength endurance flexibility body composition	Presidential Fitness Test Fitnessgram Healthstar Manager	Journaling Cooperative learning	Mile Run/Walk Curl-ups V-Sit and Reach Grip Strength Body Impedance Analyzer

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 analyze the benefits of participation in activities to promote fitness.	The learner will maintain an activity log detailing activities performed in and out of class and differentiate between type of activity.	Adventure activities Leisure activities Lifetime activities Traditional activities	NWA First Tee PE Central Rogers Parks and Recreation	Cooperative learning Compare and contrast Grouping	Teacher Assessment Peer Assessment Written Test		
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)	Engage in stretching and walking activities prior to exercise	Understanding of stretching and what muscles are being stretched, Walking activities, Understanding of Target Heart Rate Zone	cardio-respiratory muscular strength muscular endurance flexibility body composition circuit training heart-rate monitoring stretching nutrition logs	White board Interactive notebooks Handouts	Cooperative learning Modeling	Teacher Assessment Peer Assessment Written Test		
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)	Identify the uses and benefits of safety equipment for activities.	Prior to participation, students will predict and discuss in pairs, all potential hazards and unsafe behaviors.	Safety equipment Hazards	Interactive notebooks White boards Pe central	Modeling Cooperative learning	Teacher Assessment Peer Assessment Written Test		
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 rod, canoeing, hiking, cycling)	Analyze and demonstrate the movements associated with performing complex skills.	Students will perform various tasks in a carousel activity. While demonstrating the task, students list all movements associated with completing the task. (Ex. Casting, aerobics, badminton, golf swing, dance)	Adventure activities Skill related fitness Fundamental movement patterns Complex skill Balance Coordination Reaction times Agility Speed Power Opposition	PE Central Sport science Interactive notebooks	Cooperative learning Modeling	Teacher Assessment- Peer Assessment Journal		
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)	Analyze movements used to perform lifetime and recreation activities using video recorder, and digital cameras)	Students will record a partner performing required skills for lifetime sports and analyze the movements utilized	Movement patterns Opposition Skill related fitness Balance Coordination	Video camera Pe central YouTube Fitness for life	Cooperative learning Small groups	Rubrics Self assessment Peer assessment		
X	X	MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Students will understand the difference in aerobic and anaerobic activities.	Students will maintain a list of lifetime and adventure activities and differentiate In a journal which are aerobic and which are anaerobic.	Aerobic Anaerobic	Pe central Fitness for life	Cooperative learning Compare and contrast	Rubrics Teacher observation		
X		PSB.4.PEL.4	*Discuss and model social behaviors associated with physical activity(e.g., peer interaction, team work, sportsmanship, avoid bullying)	Demonstrate appropriate behaviors during game play.	Following a group discussion about sportsmanship, bullying, and team work, Students will apply the rules and model desired behaviors. Journal entry on conflict resolutions and proper ways to handle disagreements.	Social behaviors Peer Interaction Sportsmanship	PE Central Bane McCrakin Fitness for Life YouTube	Modeling Cooperative learning	Teacher Assessment Peer Assessment Journal entry		

	X	MC.1.PEL.6	Differentiate between isotonic and isometric activities for improvement in strength and flexibility.	Students will label strength and flexibility exercises as either isotonic or isometric.	Students will discuss the differences in isotonic and isometric exercises, then students will perform activities and list them as either isotonic or isometric.	Isotonic Isometric Flexibility Muscular strength	Fitness for life Pe central Interactive notebooks	Cooperative learning Modeling	Journal entry Teacher observation			
	X	MC.1.PEL.7	Differentiate between the components of the FITT Formula: Frequency Intensity Time Type	Understand the use of the FITT formula for improvement in health related fitness.	Students will create a fitness plan using the FITT formula.	FITT Health related fitness Cardiovascular endurance Strength Endurance Flexibility Body composition	Pe central Fitness for life	Cooperative learning	Teacher observation Rubrics for fitness plan			
	X	HRF.2.PEL.2	Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles	Assess current fitness, then analyze and create health fitness goals	Understanding of the Food Pyramid, Compare pre and post test, compare food log with food pyramid recommendations, Develop a personal fitness plan	Fitness profiles Nutritional guidelines Fitness journal	Pe central Fitness for life Interactive notebooks	Cooperative learning Compare and Contrast Modeling	Journal Personal fitness plan			
	x	MC.1.PEL.8	Evaluate the three principles of exercise as it relates to personal fitness: Overload Progression Specificity	Students will analyze sport specific training as it relates to overload, progression, and specificity.	Students will write plans to improve fitness utilizing overload, specificity, and progression, as it relates to the sports of tennis and golf.	Overload Progression Specificity Personal fitness	Pe central Internet Fitness for life Handouts	Cooperative learning Discussion	Journal Written Paper			
	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 principles for exercising: Cardio respiratory Muscular strength Muscular endurance Flexibility Body composition	Students will practice utilizing the FITT formula and record it in an activity journal.	Students will log their daily activity in an interactive notebook. Each entry will reflect the FITT formula.	FITT, frequency, intensity, time, type, body composition, muscular strength, and cardio respiratory endurance	Pe central Fitness for life Interactive notebooks	Cooperative learning Modeling	Journal Teacher observation			
	x	HRF.2.PEL.4	Explore a variety of stress-relief strategies. (E.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Explain how stress relief strategies can enhance performance in lifetime sports.	While performing lifetime sports, students will explore various stress relief strategies and write a journal on the results from their findings.	Stress Stress relief Breathing techniques Imagery	Interactive notebooks Pe central Fitness for life	Cooperative learning Questioning Exploration	Teacher observation Journal			
	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 watch a video on dangers of performance enhancing drugs and weight loss medications.	Watch video on performance enhancing drugs, students will debate why athletes choose performance enhancing drugs.	Acne, mental health, liver failure, mood swings	Pe central Physical dimensions Fitness for life	Cooperative learning Video	Written assessment Journal			
	X	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 the health benefits of lifetime participation in lifetime and 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. Journal entry regarding benefits of participation in adventure and leisure activities.	Stress reduction Muscle mass Cardiovascular endurance Social Interaction Body composition Stress management	PE Central Fitness for life Interactive notebooks	Cooperative learning Pair share	Teacher assessment rubrics, written test Peer assessment-rubrics Self-assessment-rubrics		

