

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

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		Walking / Jogging	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)	Perform activities using fundamental skills.	Demonstrate a variety of soccer oriented activities - Assessment of activity Check list of different activities: throw-ins, striking ball with proper foot positioning, striking a moving ball, striking a stationary ball, heading a ball, trapping a ball	Strategy tactics Fundamental movement Patterns Passing, throw-ins, trapping, striking, penalty kick, corner kick, free kick, offsides, indirect kick, direct kick, goal, save, distribution	National High School Federation Soccer Rules Book	Demonstrate and discuss	Teacher observation, Peer observation, Self-assessment
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 personal game-related situations.	Assessment of activity. Check list of different game related skills: throw-ins, striking ball with proper foot positioning, striking a moving ball, striking a stationary ball, heading a ball, trapping a ball, spacing, movement with and without the ball, passing accuracy, kicking accuracy, shooting accuracy, communication skills (verbal and non-verbal)	throw-ins, striking ball with proper foot positioning, striking a stationary ball, heading a ball, trapping a ball, spacing, movement with and without the ball, passing accuracy, kicking accuracy, shooting accuracy, communication skills (verbal and non-verbal gestures)	National High School Federation Soccer Rules Book	Demonstrate and discuss	Stop watch, video camera
X		Assessments	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 warm-up and lifting techniques. Understand the importance of a correct cool-down and stretching.	Demonstrate proper warm-up, lifting, cool-down and stretching techniques	Squats, walk-ups, leg swings, hurdles walks, turn and sprint, ankle flicks, carioca, lunges, high knee out, high knee across, pre-turn. Planks, jack-knife, burpees. Dynamic warm-up, static stretching, cool-down	SAQ soccer, SAQ rugby video	Demonstrate and discuss	Teacher observation, Peer observation, Self-assessment
X		Assessments	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 soccer activities.	Demonstrate a variety of traditional activities. - Assessment of activity - Check list of different activities: cardiorespiratory, muscular strength, muscular flexibility, muscular endurance, body composition	cardiorespiratory, muscular strength, muscular flexibility, muscular endurance, body composition	Physical Dimensions Workbook	Demonstrate and discuss	Teacher Observation, Self-Evaluation (ie, checking pulse)

X	Assessments	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): <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) 	Students will be able to self-assess and understand personal health related fitness components.	Evaluate personal fitness status after participation in a variety of fitness tests. <ul style="list-style-type: none"> - Pre-tests - Goal Setting - Post-test 	Cardio-respiratory Muscular strength Endurance Flexibility Body Composition	flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation)-	Evaluate and discuss	body composition (e.g.,) (e.g. Cooper Run, other nationally recognized health-related fitness tests)
X	Assessments	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"> • 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) 	Students will participate in a variety of activities that promote improvement in each of the health related fitness components.	Students will participate in pre and post fitness testing. Student will participate in a variety of activities that target the health related components of fitness (ie Cardio-respiratory Muscular strength Endurance Flexibility Body Composition)	cardio-respiratory muscular strength muscular endurance flexibility body composition circuit training heart-rate monitoring stretching nutrition logs	Physical Dimensions Notebook pg. 182-183	Evaluate and discuss	Teacher observation, data collection
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	Students will be able to self-assess and understand personal health related fitness components.	Students will need to apply nutritional guidelines to their daily habits so that they may be recorded and applied.	Fitness profiles Nutritional guidelines	Physical Dimensions Notebook pg. 434-440	Demonstrate and discuss	Fitness journals
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 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	cardio-respiratory muscular strength muscular endurance flexibility body composition circuit training heart-rate monitoring stretching nutrition logs	Physical Dimensions Notebook pg. 453-454	Demonstrate and discuss	Fitness journals

	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.	Students will be able to define and list risky behaviors associated with the use of performance enhancing drugs	performance enhancing, risky behavior, anabolic steroids, blood doping, human growth hormone, amphetamines	Physical Dimensions Notebook pg. 446-447	Demonstrate and discuss	Self-assessment, group discussion, verbal Q & A
	X	Assessments	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 soccer activities outside the school setting.	Students will be involved in soccer activities outside the school setting (ie, club soccer, adult league soccer, recreational clubs)	club soccer, adult league, recreational soccer	City parks and recreation activity schedule	Demonstrate and discuss	Club or league player id cards
	X	Assessments	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 	Understand the value of lifelong participation in soccer as physical activity.	Students will identify the differences between soccer skill related fitness and health related fitness. Students will identify the difference between soccer as a lifetime sport and soccer as a recreational activity.	soccer skill related fitness, health related fitness, lifetime sports and recreational sports	Physical Dimensions Notebook pg. 75-80	Demonstrate and discuss	Team discussion
	X	Nutrition	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 	Understand the benefits of participating in regular soccer as a physical activity to reduce chronic disease risks: <ul style="list-style-type: none"> -reduce blood lipids -lower blood pressure -improve body composition -reduce stress -lessen colon cancer risk -lessen risk for diabetes 	Students will identify common chronic disease risks that may be reduced through regular soccer activity. <ul style="list-style-type: none"> -blood lipids -blood pressure -body fat level -stress -colon cancer risk -risk for diabetes 	-body composition -chronic disease risks -blood lipids -blood pressure -body fat level -stress -colon cancer risk -risk for diabetes	Physical Dimensions Notebook pg. 182-183	Demonstrate and discuss	Verbal Q & A, Team discussion
	X	Nutrition	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 	Understand the health benefits of lifetime participation in soccer.	Students will identify 5 health benefits of lifetime participation in soccer.	Cardiorespiratory Endurance Muscular Flexibility Muscular Endurance Muscular Strength Body Composition Stress Reduction Social adaptability	Physical Dimensions Workbook	Demonstrate and discuss	Verbal Q & A, Team Discussion
	X	Nutrition	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 	Understand how personal health and fitness relates to soccer.	Students will define leisure, daily activities, employment, and economic impact as it relates to participating in soccer.	daily activities economic impact (healthcare costs), leisure, employment	Physical Dimensions Workbook	Demonstrate and discuss	Verbal Q & A, Team discussion

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 as it pertains to soccer. Be familiar with the other students level of ability and playing positions on the soccer team.	Students will verbally communicate pros and cons for their teammates that demonstrate responsible and considerate personal behaviors during soccer practices and matches.	Responsible Considerate Personal behaviors Constructive feed back Courteous Independently	Physical Dimensions Notebook pg. 3-15	Demonstrate and discuss	Direct Observation followed by discussion
	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 discuss the consequences of using performance-enhancing supplements	Performance-enhancing drugs: HGH, steroids, creatine, over-the-counter drugs, etc.	Physical Dimensions Notebook pg. 446-447	Discuss	Verbal Q & A, Team discussion
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 team.	Students will participate in team building and practice exercises that promote positive social behaviors associated with physical activity.	Social behaviors Peer Interaction Sportsmanship	Physical Dimensions Notebook pg. 18-38	Discuss	Group Discussion Observation
x		Strength and Conditioning	MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Maintain and improve health-related fitness components through walking/running/aerobic activities.	Students will discuss aerobic and anaerobic activities as they relate to endurance. Students will use a venn diagram to compare and contrast the two.	oxygen, carbondioxide, crossraining, fartlik	Physical Dimensions Notebook	Think pair share - compare & contrast	Venn Diagram
	x	Strength and Conditioning	MC.1.PEL.6	Differentiate between isotonic and isometric activities for improvement in strength and flexibility	Understand the importance of correct lifting techniques.	Students will discuss isotonic and isometric activities as they relate to strength and flexibility. Students will use a t-chart to compare and contrast the two.	isotonic, isometric,	Physical Dimensions Notebook	Think pair share - compare & contrast	t-chart
x		Strength and Conditioning	MC.1.PEL.7	Differentiate between the components of the FITT formula: • Frequency • Intensity • Time • Type	Develop appropriate movement forms while participating in Soccer. Develop strength and conditioning at practices.	Students will assess all aspects of the FITT formula using small group discussions and a graphic organizer chart.	frequency, intensity, time, type,	Physical Dimensions Notebook	Small group discussion	Graphic organizer chart
	x	Strength and Conditioning	MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: • overload • progression • specificity	Develop appropriate movement forms while participating in Soccer. Develop strength and conditioning at practices.	Employ skills and drills for desired activity, Understanding of rules, Utilize strategies appropriate for each activity/sport	overload, progression, specificity	Physical Dimensions Notebook	Modeling & demonstrations	Writer's notebook
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	Maintain and improve skill-related fitness components through drills at practice.	Demonstrate all of the skill related components	agility, balance, coordination, power, reaction time, speed	Physical Dimensions Notebook	Modeling & demonstrations	Direct kinesthetic observation using a participation rubric

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 demonstrate appropriate safe behaviors when lifting weights.	The proper placements of equipment during workouts. Use of proper hand placement on the bar. Employ an awareness of ones surroundings.	Responsible Considerate Personal behaviors Constructive feed back Courteous Independently	Physical Dimensions Notebook	Jigsaw	Direct observation - Performance based
	x	Social	PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	Identify and discuss the consequences of peer pressure from teammates, friend, and parents.	Summarize and apply positive social behaviors associated with physical activity. - Hellison Model	stress, bullying,	Physical Dimensions Notebook	Cooperative learning groups	Writer's notebook
	x	Social	HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Analyze the health benefits of different stress relieving exercises.	Demonstrate and discuss a variety of different stress relieving techniques.	imagery, relaxation, exercise, yoga	Physical Dimensions Notebook	Jigsaw	Direct observation using a participation rubric