

| Rogers Public Schools Instructional Alignment |    |                           |             |  |  |   |  |   |   |  |
|---|----|---------------------------|-------------|--|--|---|--|---|---|--|
| Physical Education - Track                    |    |                           |             |  |  |   |  |   |   |  |
| Q3  | Q4 | Essential Learning        | SLE Number  | AR Department of Education Student Learning Expectations (SLE)   | Objective  | Task Analysis   | Essential Vocabulary   | Materials/Reso                              | Instructional Strategies  | Assessment   |
| x   | x  | Strength and Conditioning | 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)   | Develop appropriate movement forms while participating in Track and Field. Develop strength and conditioning at Track practices. | Employ movement patterns for desired activity, Understanding of rules, Utilize strategies appropriate for each activity/sport                     | Adventure activities<br>Strategy tactics<br>Fundamental movement Patterns<br>Complex skill   | Physical Dimensions<br>Notebook pg. 70-80   | Teach weight lifting techniques and conditioning at practices.  | Observation  |
| x   | 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 health-related fitness components using a stop watch/ HRM.                                   | Distinguish between activities to determine which ones provide a higher level of cardiovascular fitness   | Heart Rate Monitor, Pulse,   | Heart rate monitors                         | Timed runs at practice and meets. Determine weights max's at practice. Video analysis of performances.                  | Heart Rate Monitors<br>Stop Watch                              |
| x   | 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)  | Understand the importance of correct lifting techniques.   | Be able to demonstrate proper technique in the bench press and squat. Proper spotting techniques. Apply safe spotting techniques during workouts. | Strategies<br>Anticipation<br>Collaboration<br>Coordination  | Physical Dimensions<br>Notebook pg. 70-80   | Teach safety during weight lifting and in the various Track events. Also emphasizing proper stretching to avoid injury. | Verbal<br>Quiz<br>Worksheet<br>Observation                     |
| x   | 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/running/aero activities.                                  | Demonstrate a variety of traditional and adventure activities.<br>- Assessment of activity<br>- Check list of different activities                | Adventure activities<br>Strategy Tactics<br>Fundamental movement Patterns<br>Complex skill   | Physical Dimensions<br>Notebook pg. 184-200 | Teach plyometrics, yoga , aerobics, and P90X.   | Teacher<br>Observation   |
| 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):<br>• cardio-respiratory (e.g., mile run, step test, recovery rate, pacer)<br>• muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength)<br>• muscular endurance (e.g., curl-ups, push-ups, step-ups, grip endurance)<br>• Flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation)<br>• body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold) | Evaluate personal fitness status after participation in a fitness test.  | Self-Evaluate personal fitness status after participation in a fitness test.  | Cardiovascular<br>Endurance<br>Flexibility<br>Muscular Strength<br>BMI<br>Blood Pressure<br>Heart rate<br>Circuit training<br>Heart rate monitors<br>Goal setting<br>Fitness program | Microfit                                    | Test mile run and push ups.   | Teacher<br>Observation, Peer<br>Assessment, Self<br>Assessment |

|   |   |                             |             |  |   |   |  |  |   |                          |  |
|---|---|-----------------------------|-------------|--|---|---|--|--|---|--------------------------|--|
| x | x | Walking / Jogging           | 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> | Distinguish among the various walking/running speeds and realize the effect of those speeds on fitness levels and weight control. | Demonstrate a variety of health enhancing activities <ul style="list-style-type: none"> <li>- Training log</li> <li>- Heart rate log</li> <li>- Food log</li> </ul> | cardio-respiratory muscular strength endurance flexibility body composition circuit training heart-rate monitoring stretching nutrition logs   | Physical Dimensions Notebook pg. 182-183 | Practices involve various activities that promote cardio-respiratory system, muscular strength, endurance, flexibility, and body composition. | Pedometers/ HRM's        |  |
| x | 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   | Set goals and maintain healthy habits through a nutritional log.  | Design and analyze health fitness goals <ul style="list-style-type: none"> <li>- My Pyramid</li> <li>- Caloriesperhour.com</li> <li>- mapmyrun.com</li> </ul>       | Fitness profiles<br>Nutritional guidelines   | Physical Dimensions Notebook pg. 434-440 | Discuss healthy eating and promote these habits by providing healthy items at meets.  | Student Log              |  |
| x | x | Walking / Jogging / Running | 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   | Begin charting walking/running distances working toward semester walking/running goals.   | Students will be able to illustrate and apply health related activities and record them in a personal journal.  | Cardiovascular<br>Endurance<br>Flexibility<br>Muscular Strength<br>BMI<br>Blood Pressure<br>Heart rate<br>Circuit training<br>Heart rate monitors<br>Goal setting<br>Fitness program | Physical Dimensions Notebook pg. 198-199 | Set team and individual goals prior to each season.   | Million Dollar Worksheet |  |
| x | 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.  | Evaluate the long term affects " physical emotional, and/or social " from the use of performance enhancing products.  | Cancer<br>Steroids<br>Sterility<br>Hostility<br>Suicide<br>Illegal   | Physical Dimensions Notebook pg. 446-447 | Monitor athletes for risky behavior.  | Written Test             |  |
| x | x | Walking / Jogging / Running | 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/running activities outside the school setting.             | Evaluate different trails during a walking/running program.   | Cross Hollows,<br>Fleemans, Bachelors,<br>Dream Valley   | Physical Dimensions Notebook pg. 193-194 | Use of trails for distance running.   | Journal                  |  |
| x | 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.  | Analyze the benefits of life long activity  | Cardiovascular<br>Endurance<br>Flexibility<br>Muscular Strength<br>BMI<br>Blood Pressure<br>Heart rate<br>Circuit training<br>Heart rate monitors<br>Goal setting<br>Fitness program | Physical Dimensions Notebook             | Discuss running as a sport versus an activity.  | Class discussion         |  |

|   |   |             |             |   |  |   |   |  |   |  |  |
|---|---|-------------|-------------|---|--|---|---|--|---|--|--|
| x | 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"> <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> | Analyze the benefits of weight loss directly related a walking/ running program.                           | Research in areas of personal concern will be debated on through the semester. Specific resources must be recorded to back up research. Research articles                     | Cardiovascular Endurance<br>Flexibility<br>Muscular Strength<br>BMI<br>Blood Pressure<br>Heart rate<br>Circuit training<br>Heart rate monitors<br>Goal setting<br>Fitness program | Physical Dimensions Notebook             | Teach as part of the weights and conditioning program.  | Class Discussion                       |  |
| x | x |             | 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, Cardiovascular, Social Interaction   | PE Central                               | Educate athletes on benefits of participation in recreational sports outside of school for the benefit of stress reduction, muscle mass, cardiovascular fitness, body weight, and social interaction.               | Peer Assessment, Self Assessment       |  |
| x | x | Nutrition   | 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.   | Insurance<br>Co-pay<br>Medicare   | Physical Dimensions Notebook             | Explain the benefits of recreational sports as they relate to personal health and fitness. Educate athletes on intramural opportunities in the community to promote personal health and fitness beyond high school. | Peer Assessment, Self Assessment       |  |
| x | 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.Be familiar with the other students in the class. | Name and demonstrate responsible and considerate personal behaviors during a relay race.  | Responsible<br>Considerate<br>Personal behaviors<br>Constructive feed back<br>Courteous<br>Independently  | Physical Dimensions Notebook pg. 3-15    | Athletes should be familiar with teammates and exhibit appropriate cooperation. Athletes are expected to display appropriate sportsmanship during practice and competition.   | Direct Observation<br>Accomplish Tasks |  |
| 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)  | 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 "running on the street, weightroom."    | Responsible<br>Considerate<br>Personal behaviors<br>Constructive feed back<br>Courteous<br>Independently  | Physical Dimensions Notebook             | Demonstrate proper placement of equipment during workouts, emphasizing an awareness of ones surroundings both in the weight room and outside running.   | Observation                            |  |
| x | 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.                                      | They compare the benefits and the side affects of anabolic steroids. Debate the use of legalization for steroids.   | Cancer<br>Steroids<br>Sterility<br>Hostility<br>Suicide<br>Illegal  | Physical Dimensions Notebook pg. 446-447 | Discuss risks and consequences associated with use of anabolic steroids and their impact in the athletic realm.   | Observation                            |  |

|   |   |                           |             |   |  |   |   |   |  |                                 |  |
|---|---|---------------------------|-------------|---|--|---|---|---|--|---------------------------------|--|
| x | 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<br>Peer Interaction<br>Sportsmanship       | Physical Dimensions<br>Notebook pg. 18-38 | Athletes engage in realistic goal setting and team building activities to display positive social behaviors. | Group Discussion<br>Observation |  |
| x | 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<br>Notebook           | Discuss risks and consequences associated with peer pressure.  | Discussion                      |  |
| x | x | Strength and Conditioning | LAR.3.PEL.1 | Engage in a variety of activities that promote improvement in each skill-related component of fitness:<br>• agility<br>• balance<br>• coordination<br>• power<br>• reaction time<br>• speed | Maintain and improve skill-related fitness components through drills at practice.  |   | agility, balance, coordination, power, reaction time, speed | Physical Dimensions<br>Notebook           | Athletes engage in a variety of drills working on skill related fitness                                      | Discussion /<br>Observation     |  |
| x | 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<br>Notebook           | non-linguistic representation  | Discussion /<br>Observation     |  |
| x | 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.                               | Employ different workouts to reinforce the anaerobic vs. aerobic endurance.   | oxygen, carbondioxide, crossraining, fartlik                | Physical Dimensions<br>Notebook           | reinforcing effort and providing recognitoin   | Discussion /<br>Observation     |  |
| x | 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.   | Employ movement patterns for desired activity, Understanding of rules, Utilize strategies appropriate for each activity/sport | isotonic, isometric,  | Physical Dimensions<br>Notebook           | reinforcing effort and providing recognitoin   | Discussion /<br>Observation     |  |
| x | x | Strength and Conditioning | MC.1.PEL.7  | Differentiate between the components of the FITT formula:<br>• Frequency<br>• Intensity<br>• Time<br>• Type   | Develop appropriate movement forms while participating in Track and Field. Develop strength and conditioning at Track practices. | Employ different workouts to reinforce the Fitt formula.  | frequency, intensity, time, type,                           | Physical Dimensions<br>Notebook           | non-linguistic representation  | Discussion /<br>Observation     |  |
| x | x | Strength and Conditioning | MC.1.PEL.8  | Evaluate the three basic principles of exercise as it relates to personal fitness:<br>• overload<br>• progression<br>• specificity  | Develop appropriate movement forms while participating in Track and Field. Develop strength and conditioning at Track practices. | Employ skills and drills for desired activity, Understanding of rules, Utilize strategies appropriate for each activity/sport | overload, progression, specificity                          | Physical Dimensions<br>Notebook           | non-linguistic representation  | Discussion /<br>Observation     |  |