Rogers Public Schools Instructional Alignment
Physical Education - Volleyball

Q1	Q2	Essential Learning	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	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)	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 physical activity. - Hellison behavior assessment - peer assessment	Responsible Considerate Personal behaviors Constructive feed back Courteous Independently	Physical Dimensions Notebook pg. 3-15	Direct Observation Accomplish Tasks
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	Group Discussion Observation
X		Assessment	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.	Students will use a viariety of technology to evaluate fitness level in various bolleyball skill drills	hear rate monitor, stopwatch, FITT model	digital camera, video equipment, laptop computer	Heart Rate MonitorsStop Watch
X		Assessment	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)	Students will analyze personal fitness status trhough participation in at least one nationally recognized fitness assessment test for each fitness component.	Evaluate personal fitness status after participation in a variety of fitness tests. - Pre-tests - Goal Setting - Post-test	Cardio-respriatory Muscular strength Endurance Flexibility Body Composition	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)
X		Assessment	LAR.3.PEL.2	Discuss the benefits of participating in regular physical activity to reduce chronic disease risks: • reduce blood lipids • lower blood pressure • appropriate weight loss • reduce stress • lessen colon cancer risk • lessen risk for diabetes	Understand the value of lifelong participation in physical activity.	Students will research the benefits of exercise	blood lipids, blood pressure, stress, cnacer, diabetes	computer lab	Class discussion
X		Walking / Jogging	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)	Perform correct walking technique while utilizing the pedometers.	Distinguish between incorrect and correct structures of movement	foot speed movements dynamics	Physical Dimensions Notebook pg. 182-183	Heart Rate Monitors

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 activites Strategy Tactics Fundamental movement Patterns Complex skill	Physical Dimensions Notebook pg. 184-200	Teacher Observation							
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: • 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)	Distinguish among the various walking speeds and realize the effect of those speeds on fitness levels and weight control.	Demonstrate a variety of health enhancing activities - Training log - Heart rate log - Food log	cardio-respiratory muscular strength muscular endurance flexibility body composition circuit training heart-rate monitoring stretching nutrition logs	Physical Dimensions Notebook pg. 182-183	Pedometers							
X		Walking / Jogging	HRF.2.PEL.2	Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles	Begin charting walking distances working toward class walking goals.	Students will need to apply nutritional guide lines to their daily habits so that they may be recorded and applied. They may set up a schedule and practice this on a daily basis.	wellness, food pyramid, RDA, minerals, vitamins, fiber, hydration, carbohydrates, proteins, activity log	Physical Dimensions Notebook pg. 198-199	Million Dollar Worksheet							
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.	Students will utilize the community trails for aerobic conditioning	pedometer, stop watch, heart rate, fitness, aerobic	Physical Dimensions Notebook pg. 193-194	Journal							
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)	Work with class members toward class walking goals.	Demonstrate a variety of traditional and adventure activities	strategies, anticipation, collaboration, coordination	Physical Dimensions Notebook pg. 184-200	Observation							

X		Strength and Conditionin	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 traditional and adventure activities - Assessment of activity Check list of different activites	Adventure activities Strategy tactics Fundamental movement Patterns Complex skill	Physical Dimensions Notebook pg. 70-80	Observation							
X		Strength and Conditionin	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, adn apply safe spotting techniques during workouts.	spotting, stretching, warm-up, cool-down, clothing for activities, safety gear	Physical Dimensions Notebook pg. 70-80	Verbal QuizWorksheet Observation							
X		Strength and Conditionin	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)	Students will perform fitness assessments and compare scores with national averages as well as have an understanding of realistic goals	Evaluate personal fitness status after participation in a variety of fitness test - Pre-tests - Goal setting - Post-tests	Cardio-respiratory muscular strength endurance flexibility body compsition	Presidential Fitness Test Fitnessgram Healthstar Manager	Self-assess and understand personal health-related fitness components.							
X		Strength and Conditionin	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 design and analyze health fitness goals	Demonstrate a variety of health enhancing activities - Training log - Heart rate log - Food log	Cardio-respiratory Muscular Strength Muscular Endurance Flexibility Body Composition Circuit Training Heart-rate Monitoring Stretching Nutrition logs	Physical Dimensions Notebook pg 434-440	Perform activities related to the fitness components							
	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	Set goals and maintain healthy habits through a nutritional log.	Design and analyze health fitness goals - My Pyramid - Caloriesperhour.com - Food Diary	Fitness profiles Nutritional guidelines	Physical Dimensions Notebook pg 434-440	Student Log							

	X	Nutrition	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	imagery, stress, relaxation, deep breathing	Physical Dimensions Notebook pg. 453-454	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 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	Written Test							
	X	Nutrition	LAR.3.PEL.2	Discuss the benefits of participating in regular physical activity to reduce chronic disease risks: • reduce blood lipids • lower blood pressure • appropriate weight loss • reduce stress • lessen colon cancer risk • lessen risk for diabetes	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, stress, cnacer, diabetes	Fitness for Life	link new information; check for understanding							
	X	Nutrition	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	stress reduction·	maintain muscle mass·	maintain cardiovascular·	maintain body weight ·	promote social interaction							
	X	Nutrition	LAR.3.PEL.5	Evaluate personal health and fitness as it relates to: • leisure time • employment • daily activities • economic impact	leisure·	employment·	daily activitieseconomic impact (healthcare costs)	Make personal choices regarding their wellness.								
	X	Line and Social Dance	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 a variety of line dances.	Demonstrate a variety of traditional and adventure activities. - Assessment of activity - Check list of different activities	Activities Strategy Tactics Fundamental Complex Skill	Physical Dimensions Notebook pg. 210-219	Teacher ObservationSkill Checklist							

	X	Line and Social Dance	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)	Work with a group in a creative and cooperative way.	Demonstrate the proper placements of equipment during workouts and employ an awareness of ones surroundings	Storage cleaning procedures and cleaning products inspection	Physical Dimensions Notebook pg. 218-228	Teacher Observation							
	X	Badminton	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)	Utilize doubles strategy while playing badminton.	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. 343-347	Scores/Court PositionObservation							
	X	Badminton	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)	Demonstrate control of racket and birdie.	Demonstrate a basic level advancing to a proficient level of competency in a variety of lifetime activities. - Teacher assessment - Rubrics, written test - Peer assessment-rubrics - Self assessment-rubrics	Racquet Shuttlecock	Physical Dimensions Notebook pg. 323-327	Partner FeedbackTeacher observation							
	X	Aerobics	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 a variety of aerobic movements.	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. 41-68	Observation Heart Rate Checks							
	X	New Team Sports	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)	Cooperate with others when playing a new team game	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. 351-364	Checklist or rubric of sportsmanship /cooporation							
	X	Team 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 participate in selected video exercises as a team	students will exercise to P90X and other exercise videos	P90X, cardiovascular,	P90X video, exercise videos, yoga mat, yoga blocks, hand weights	heart Rate Monitors							
	X	physical fitness	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 utilize the available cross country trails for fitness and conditioning	students will run/walk the trails	fitness, conditioning	pedometer, heart-rate monitor	log of pedometer, log of heart-rate							

X		nutrition and physical fitness	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	students will maintain a balance between skill-related fitness and nutritional guidelines for a health-related fitness	students will record their health-related nutritional consumption and thier physical activity	lifetime sports, calories, nutrition, consumption	calorie counter, nutrition log, physical fitness log	nutrition and physical fitness log							
	X	Active lifestyle choices	LAR.3.PEL.5	Evaluate personal health and fitness as it relates to: • leisure time • employment • daily activities • economic impact	students will participate in selected physical fitness lifestyle choices	students will choose a pre-season workout schedule in which to participate	fitness, conditioning	pedometer	pedometer log							
	x	Strength and Conditioning	MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Students will be able to compare and contrast aerobic vs anaerobic	Compare various workouts using aerobic and anaerobic	anaerobic, aerobic	heartrate monitor	class discussion							
x	x	Strength and Conditioning	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	Verbally convey whether the exercise is isometric or isotonic during weight training/conditioning workout	isotonic, isometric		class discussion							
x		principles of exercise	MC.1.PEL.7	Differentiate between the components of the FITT formula: • Frequency • Intensity • Time • Type	Students will be able to recite what FITT stands for	Daily workout log	frequency, intinsity	handout	handout							
x		principles of exercise	MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: • overload • progression • specificity	Students will be able to write explain overload, progression, and specificity	Daily workout log	overload, progression, specificity	Physical Dimenions-Bane, online resources	handout							
	x	lifetime fitness	HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Students will understand why stress relief strategies work	Students will practice a variety of stress relief strategies to determine what works best for them	imagery, relaxation techniques, deep breathing	heartrate monitor	class observation							
	x	lifetime fitness	PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	Studetns will research an artical on peer pressure affecting today's teens	Students will develop and utilize "mistake" response intervention in building relationships with their peers	peer pressure	computer lab	artical review							