

Rogers Public Schools Instructional Alignment										
Physical Education - Wrestling										
Q3	Q4	Essential Learning	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructional Strategies	Assessment
			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)	Students will perform complex movements while executing various body awareness movements, functional strength training and tumbling	Dive forward rolls, shoulder rolls, back arches, bear crawls, lancers, lunges, granby rolls, walking on hands, rope climb, kettle bell swings and snatches.	Lancers, functional strength training	Kettle bells, wrestling mat, climbing rope	Individualized, cooperative & group instruction	Direct observation
			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)	Students will participate in film study and body monitoring activities.	Video camera, DVD, self assesment sheets	Befour, Video Camera	Befour Scale, Sony Video Camera	Watching individual video w/coaching staff	Personal video grading
			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 perform static and plyometric warm-ups associated with all lifetime sports. Students will also demonstrate correct weight lifting techniques.	Warm-up Jog, Plymetrics & Stretching daily.	10,10,10's, neck bridge, bear crawls, shots, lifts	Wrestling Mat, Resistance Bands	Individualized, cooperative & group instruction	Direct observation
			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 demonstate correct body movements in traditional excercises like running, push-ups, jumping and pullups.	Body Rolls, Push-up, Sprawl	Sprawl, down block, go behind	Wrestling Mat, Resistance Bands	Individualized, cooperative & group instruction	Direct observation
			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 participate in body assesment through the National Wrestling Coaches Association.	Calipers, Body Fat %, Alpha Weight and Minimum Weight	Befour, weight assesment	Befour Scale, Body Compession Tester	Individualized Instruction	Pre and post 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 daily in various activities to include running, stretching, strength training and endurance through weight lifting. Students will also log weight management plans.	Minute sprints, 6 minute weights, mile run, 1 minute drills	6 minute lifts, buddy carries, lancers	Weights, Pull Up Bar, Ropes, Mats	Individualized, cooperative & group instruction	Direct observaion	
			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 responsible for keeping nutritional, weight and general health logs.	Daily weight logs, Befour scale	Weigh in sheet, weigh out sheet, nutritional sheet	Befour Scale, Nutritional Guidelines and Weight Logs	Individualized instruction	Pre and post assessments	
			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	Students will use assessments to individually shape a physical and emotional fitness profile. This profile will be checked and adjusted through the year.	Daily record logs of nutritaion & weight, Individual meetings	Befour, weigh in sheets, weigh out sheets	Befour Scale & Weight Logs	Individualized instruction	Pre and post assessments	
			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.	Urine testing	Anabolic and Metabolic Steriods	NCWA & NFHS videos	Individualized, cooperative & group instruction	Written assessment	
			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 be versed in wrestling training per the guidelines of the NFHS and NWCA.	NFHS website and handbooks, NWCA Website	NFHS & NWCA	NCWA & NFHS videos	Individualized, cooperative & group instruction	Written assessment	
			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 	Students will be able to show a lifetime sports fitness level in various activities.	Running 1 mile, mat sprints, plymetrics, 1 minute drilling	mat sprint, up down, cross face	Running Trail, Mats & Ropes	Individualized, cooperative & group instruction	Pre and post assessments	
			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 	Students will be instructed in the lifelong benefits to their physical well being.	Running 1 mile, mat sprints, plymetrics, 1 minute drilling	Alpha weight and minimum weight class	Befour Scale, Body Compession Tester	Individualized instruction	Pre and post 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 	Students will be instructed in the long term health benefits of a healthy lifestyle.	USA wrestling instructional videos	cardiovascular shape, protein and nutrition	USA Wrestling Videos	Individualized instruction	Pre and post assessments	
			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 	Students will demonstrate the advantages of a healthy lifestyle on all aspects of their life.	Daily record logs of nutrition & weight	Skin forms, stationary bike	Before Scale, Running Trail	Individualized instruction	Pre and post assessments	
			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)	Students will demonstrate an understanding of personal responsibility and behavior though following the rules of wrestling.	NFHS Rules, NFHS Rules poster	NFHS	NFHS Rules material	Individualized instruction	Written assessment	
			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 instructed in proper care of equipment, cleaning, hygiene and safety procedures of wrestling.	Kettle Bells, Mats, Weights, Pull up bars, stationary bike	Kettle Bells, bands	Kettle Bells, Mats, Pull Up Bars & Weights	Individualized, cooperative & group instruction	Direct observaion	
			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.	NFHS video	NFHS	NFHS Video	Individualized, cooperative & group instruction	Written assessment	
			PSB.4.PEL.4	Discuss and model positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship, avoid bullying)	Students will display good teamwork and provide positive drill partners at all times.	Team rules enforcement and team building activities	Team Handbook, line game, mat chess, mat ball	Handbook	Individualized, cooperative & group instruction	Direct observaion	
			PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	Students will be instructed on the cost benefit of a healthy, active lifestyle.	Possible college scholarship	Health Insurance	Handbook	Individualized, cooperative & group instruction	Pre and post assessments	
			LAR.3.PEL.1	Engage in a variety of activities that promote improvement in each skill-related component of fitness: <ul style="list-style-type: none"> agility balance coordination power reaction time speed 	students will demonstrate correct body movement in wrestling skills	warm-up jog, Plyometrics & Stretching and daily skills.	Plyometrics and stretch.	NFHS video, USA Wrestling videos	Individual and cooperative instruction	Direct observation	
			HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Students will be instructed in proper strategies in sports psychology	Daily recording of performance journals	cue word, imagery	Journal	Individualized instruction	Performance journal	
			MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Students will be instructed in various anaerobic and aerobic exercises	Jog, lifting, sprawls, shooting in on shots	anerobic, aerobic	wrestling mat, ropes, sled, bands	Individualized and cooperative instruction	Direct observation	

			MC.1.PEL.6	Differentiate between isotonic and isometric activities for improvement in strength and flexibility	Students will demonstrate various methods of strength and flexibility training	Plyometric stretch	Isometric stretch	weights, mat, wall, PVC pipe	Individualized and cooperative instruction	Direct observation	
			MC.1.PEL.7	Differentiate between the components of the FITT formula: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	Students will perform multiple levels of physical preparation weekly	Jog, mat skills, technique, live wrestling	sit-outs, spins, shots, down blocks	wrestling mat, score clock	Individualized and cooperative instruction	Direct observation	
			MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: <ul style="list-style-type: none"> • overload • progression • specificity 	Students will demonstrate the principals of overload, progression and specificity	Lifting, exercise, progressive skills	shot, set-ups, finishes	wrestling mat	Individualized and cooperative instruction	Direct observation	