

Pacing				Rogers Public Schools Instructional Alignment Science / Physical Education – Outdoor Education Ecology / Outdoor Education							
Q1/Q4	Q2/Q3	CCSS Reading	CCSS Writing	Concepts	SLE Number	AR Department of Education CONTENT STANDARD/ Student LearningExpectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Instructional Strategies	Materials/Resources
	X		WHST.11-12.10	Team Building / Fitness Assessment	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)	The student will engage in a variety of activities which are documented in a journal (fitness log)	Journaling, fitness log, nutrition log, and fitness test results	Fitness Aerobic Fitness Yoga Pilates Tae Bo	setting objectives and providing feedback	P90X - Tony Horton Winsor Pilates
x		RST.9-10.3		Team Building / Fitness Assessment	MC.1.PEL.3	Participate in a variety of activities that promote fitness (e.g., traditional activities, adventure activities, competitive activities, recreational activities)	The student will recognize the fitness requirements for canoeing, hiking, cycling, fly casting and archery; the student will also be evaluate movements from ipad video recordings	Demonstrate basic canoe strokes on land and and progressing to moving water; Demonstrate fly casting skills on land and progress to fishing; Progressively increase the distance and accuracy in archery.	Rhythmic dance Strategy Aerobic Canoeing Hiking Fishing Cycling Coordination Motor Skills Archery	cues, questions,	McCracken - "It's Not Just Gym Anymore", Arkansas Game and Fish- www.agfc.com, HOFNOD (Fishing), ACA- American Canoeing Association
	X	RST.11-12.7		Team Building / Fitness 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)	The student will exhibit the ability to use a pedometer, heart rate monitor and online resources	Distinguish between activities to determine which provides higher cardio-vascular levels.	Pedometer Heart Rate Monitor Stop Watch Health Star program CaloriesperHour.com	summarizing and notetaking	Fit to Try, Physical Dimensions, McCracken - It's Not Just Gym Anymore; ipad
	X	RST.-11-12.7		Team Building / Fitness 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)	The student will demonstrate proper usage of safety gear associated with PFD, harnesses, helmets, throw bags, etc. Explain safety procedures used in the weightroom (lifting techniques, spotting, etc.)	Demonstrate use of a PFD, survival skills, starting a fire, purifying water, and proper fitting of climbing helmet. Student will also demonstrate safe techniques in strength training.	Spotting Weight Training Flexibility PFD Helmets Safety Equipment Circuit Training Plyometrics	non-linguistic representation	McCracken - "It's Not Just Gym Anymore"
X	X		WHST.11-12.10	All Activities/ Hunter / Boating / Archery / Biking Safety	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)	The students will demonstrat ability to appropriately interact with classmates in a variety of social settings	Courteous with constructive feed back. Works in a sportsman like manner with other peers.	Sportsmanship Etiquette Fair Play Team Building Trust	cooperative learning	Project Adventure McCracken- "It's Not Just Gym Anymore"
X	X	RST.11-12.3; RST.11-12.4; RST.11-12.7		All Activities/ Hunter / Boating / Archery / Biking Safety	PSB.4.PEL.2	Apply appropriate safe behavior when participating in all physical activities (e.g., care of equipment, wear helmet, wear mouth piece, wear life vest, hunter and boating safety )	The students will identify, select and demonstrate proper usage of equipment as required by the activity	Demonstrate proper use of archery, fly fishing, and canoeing equipment.	Safety Reckless State Laws Hunters' Education Boat Safety Course	non-linguistic representation	www.agfc.com (Arkansas Game and Fish); www.troutunlimited.com
X		RST.11.12.10	WHST.11.12a; WHST.11-12.4	Fitness Testing / Nutrition	PSB.4.PEL.3	Examine the potential dangers of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	The student will investigate dangers of performance enhancing drugs	Evaluate long term effects of drug usage on performance; Compare and contrast the effects of supplements, energy drinks, over-the-counter drugs and prescription drugs	Performance Enhancing Drugs, Steroids, Creatine, Caffeine, Sterility, Aggressive Behaviors, Organ Damage, State and District Rules	generating and testing hypotheses	www.iplayclean.org; www.webmd.com

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X	X	RST.11-12.10		All Activities/ Hunter / Boating / Archery / Biking Safety	PSB.4.PEL.4	Discuss and model positive social behaviors associated with physical activity (e.g., peer interaction, teamwork, sportsmanship, avoid bullying)	The students will demonstrate ability to appropriately interact with classmates in a variety of social settings	Students will apply the rules and be respectful during game play or other challenges.	Peer Interaction, Trust Teamwork, Sportsmanship, Competition, Challenges, Bullying	cooperative learning	Project Adventure	
X		RST.11-12.2; RST.11-12.6	WHST.11-12.1b;	Fitness/Nutrition	PSB.4.PEL.5	Recognize the impact of peer pressure on physical activity, participation, and performance	The students will predict the impact increased participation in physical activities, the impact of group fitness, and the importance of a "workout partner"	Discuss how peer influences, social influences, and family norms affect physical fitness participation in activities, and individual performance and effort	Peer Pressure, Group Dynamics, External Motivation, Internal Motivation	generating and testing hypotheses	<a href="http://www.acefitness.org/expert-insight-article/29/3014/Does-Working-Out-With-a-Partner-Affect-Perfo/">http://www.acefitness.org/expert-insight-article/29/3014/Does-Working-Out-With-a-Partner-Affect-Perfo/</a>	
	X	RST.11-12.9		Team Building / Fitness 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)	The student will recognize fitness components and ways to assess their individual fitness levels	Demonstrate use of a Heart Rate monitor; Compute Target heart rate; weight scale; BMI machine; Evaluate fitness test	Cardio-respiratory fitness Fitness Test Strength Endurance BMI Physical Fitness Flexibility BIA President's Challenge	setting objectives and providing feedback	President's Challenge Fit to Try, Physical Dimensions McCracken - "It's Not Just Gym Anymore"	

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X	X		WHST.11-12.10	Team Building / Fitness Assessment	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); -- 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)	The student will perform each of the fitness test items	Use fitness log and fitness test to determine fitness levels and evaluate FITT principles of a variety of fitness activities.	Health-Related Components *strength *endurance *flexibility *cardio-respiratory Nutritional health Fitness Testing Heart Rate Monitor Exercise Log	questions, cues, and advanced organizers	President's Challenge Fit To Try, Physical Dimensions McCracken - "It's Not Just Gym Anymore"
	X	RST.11-12.3		Stress Relief	HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	The student will identify a variety of relaxation and stress-relief techniques and properly perform such activities to help with stress reduction	Illustrate and apply health related activities and compare nutritional information to the FDA's RDA.	Lifetime Activity, Fitness Plan, Stress, Tension, Fitness Evaluation	homework and practice	President's Challenge Fit To Try, Physical Dimensions McCracken - "It's Not Just Gym Anymore"
X			WHST.11-12.10	Fitness Testing / Nutrition	LAR.3.PEL.2	Evaluate the benefits of participating in regular physical activity to reduce chronic disease risks: reduce blood lipids lower blood pressure improve weight loss reduce stress lessen colon cancer risk lessen risk for diabetes	The students will research the effects of physical activity on long term health benefits	Compare long term health benefits of a healthy lifestyle with the problems associated with poor health habits.	Web pages relating to chronic diseases Cholesterol Blood Pressure Weight loss Diabetes Colon Cancer Cardio-respiratory disease Stress	summarizing and notetaking	www.webmd.com
X	X		WHST.11-12.10	Fitness Testing / Nutrition	LAR.3.PEL.3	Examine the health benefits of lifetime participation in traditional, adventure, or leisure activities:  stress reduction maintain muscle mass maintain cardiovascular maintain body weight promote social interaction	The students will list the benefits from involvement in lifetime activities	The students will analyze the health benefits of lifetime participation in aerobic activities as it relates to their lifestyle and hobbies.	Muscle Mass Cardiovascular fitness BMI Stress Reduction	summarizing and notetaking	President's Challenge Fit To Try, Physical Dimensions McCracken - "It's Not Just Gym Anymore"
	X	RST.11-12.4; RST.11-12.7	WHST.11-12.4; WHST.11-12.8	Fitness Testing / Outdoor Activities	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)	The student will plan an outing to a destination of choice which will include travel, meals, cost, equipment and physical demands  The student will develop proper planning skills to be successful	Display map reading skills and proper use of camping equipment. Estimate fitness levels necessary to participate in a variety of outdoor activities.	Web site, Pamphlets, Parks, Gyms, Spas, Wilderness Areas, Trailhead, Specific Backpacking Equipment, Topographic Map, Compass	questions, cues, and advanced organizers	www.agfc.com (Arkansas Game and Fish)

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X		RST.11-12.3; RST.11-12.7	WHST.11-12.7	Fitness Testing / 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	The student will identify activities in both school and non-school settings to promote a healthy lifestyle that can continue for life	Research activities that promote a healthy lifestyle through proper nutrition, fitness activities, and stress relief and then track those activities over time	Cardio-Respiratory Fitness, Aerobic, Anaerobic, Strength Training, Endurance, BMI, Physical Fitness, Flexibility, Yoga, Specificity, Progression, FITT Formula, Fitness Journal, Environmental Health	identifying similarities and differences	Internet Searches, My Fitness Pal  McCracken- "It's Not Just Gym Anymore"
X	X	RST.11-12.10	WHST.11-12.10	All Activities/ Hunter / Boating / Archery / Biking Safety	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	The students will be able to identify specific movements from a wide range of activities that help improve the skill-related components of fitness.	Students will name, identify, and perform specific movements from a wide variety of traditional and outdoor recreational activities that demonstrate and improved skill-related components of fitness.	agility, balance, coordination, power, reaction time, speed	reinforcing effort and providing feedback	slack line, bow, discs, weightroom, running surface
x	x		WHST.11-12.10	Fitness/Nutrition	MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	The student will demonstrate the differences between anaerobic and aerobic exercises, the activities that target both, and how that improves health and endurance.	The student will perform specific aerobic and aerobic exercises describing how each works within those level of fitness.	aerobic, anaerobic, endurance, fitness	identifying similarities and differences	Track or running surface, jump rope, heart rate monitor, watch
x	x		WHST.11-12.10	Fitness/Nutrition	MC.1.PEL.6	Differentiate between isotonic and isometric activities for improvement in strength and flexibility	The student will be able to identify specific isotonic and isometric exercise and how those affect the muscles in terms of strength and flexibility.	Students will name, identify, and perform exercises in both the isotonic and isometric zones and describe how each one makes them feel and how it changes the muscular structure.	isometric, isotonic, muscular structure	identifying similarities and differences	weights, dumbbells, medicine balls, resistance bands
x	x		WHST.11-12.10	Fitness/Nutrition	MC.1.PEL.7	Differentiate between the components of the FITT formula: • Frequency • Intensity • Time • Type	The student will be able to know the differences between all components of the FITT formula and what activities fit into the specific components.	Students will define the individual components giving examples of fitness activities that fit into each one. Activities will also be performed and analyzed for the FITT Formula.	frequency, intensity, time, type	cooperative learning	watch, notepad, weightroom, track or running surface.
x	x		WHST.11-12.10	Fitness/Nutrition	MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: • overload • progression • specificity	The student will be able to define the three principles of fitness and identify common exercises for each.	Students will design a workout plan that meets the three principles of personal fitness. The plan will be executed and records kept of the plan. The plan will be analyzed, evaluated, and reworked.	overload, progression, specificity	homework and practice	percentage charts, notepads, weightroom, resistance bands, step ups





