

Rogers Public Schools Instructional Alignment										
PE/Health – Fitness & Conditioning										
Q1/Q4	Q2/Q3	Essential Learning	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructional Strategies	Assessment
X		Orientation	PSB.4.PFL.1	Demonstrate responsible and considerate behavior in physical activity settings (e.g., accepts constructive feedback, displays courtesy to others, works independently, follows proper procedures, demonstrates fair play)	Students will be able to cooperate with others in order to accomplish group tasks.	Courteous with constructive feedback. Works in a sportsman like manner with other peers.	Respect Responsibility Kindness Support Sportsmanship Cooperation Teamwork	Physical Dimensions Bane McCracken - It's not gym anymore PE CentralProject Adventure - High School Adventure Curriculum	Cooperat learning, discussio	Direct Observation Demonstrate comfort when interacting with other students.
X		Orientation	PSB.4.PFL.2	Recognize the impact of peer pressure on physical activity, participation, and performance	Students will be able to understand peer pressure and how it impacts their mental and physical performance	Students will be able to work within a peer setting and express team work along with good sportsmanship in interactive games.	Respect Responsibility Kindness Support Sportsmanship Cooperation Teamwork Trust	Physical Dimensions Bane McCracken - It's not gym anymore PE CentralProject Adventure - High School Adventure Curriculum	cooperat learning, summariz and notetak	Direct Observation Demonstrate comfort when interacting with other students.
X			HRF.2.PFL.4	Explore a variety of stress-relief strategies-(e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Students will have an understanding of stress-relief strategies.	Students will demonstrate stress relief strategies that work for them.	Stress, imagery	Fitness for Life	reinforcir effort and providing recogniti	Observation
X		Fitness Testing / Assessment	HRF.2.PFL.1	Participate in a nationally recognized fitness assessment, pre-test and post-test, to determine the initial level of fitness and chart 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 through participation in at least one nationally recognized fitness assessment test for each fitness component.	Students will learn how to relate their personal physical health to testing standards based on their individual results.	Cardiovascular Endurance Pacing Flexibility Muscular Strength	Physical Dimensions Bane McCracken - It's not gym anymore PE CentralProject Adventure - High School Adventure Curriculum	setting objective and providing feedback	Presidential Fitness Test Fitnessgram
X		Fitness Testing / Assessment	HRF.2.PFL.2	Create a personal fitness plan based on a variety of physical activities, fitness profiles, fitness principles, and nutritional guidelines	The student will be able to self-assess and understand personal health related fitness components.	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 Bane McCracken - It's not gym anymore PE CentralProject Adventure - High School Adventure Curriculum Health Star - Microfit Caloriesperhour.com	setting objective and providing feedback	Personal Fitness Plan

X		Principles of Exercise	HRF.2.PFL.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, brisk 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/post fitness testing. Students will participate in a variety of activities that target the health-related components of fitness.	Cardiovascular Endurance Flexibility Muscular Strength BMI Blood Pressure Heart rate Circuit training Heart rate monitors	Physical Dimensions Bane McCracken - It's not gym anymore PE Central Project Adventure - High School Adventure Fitness for Life	reinforcing effort and providing recognition	Exercise Log Heart Rate Log	
X			MC.1.PFL.5	Differentiate between the components fo the FITT formula: Frequency, Intensity, Time, and Type	Students will understand the FITT formula	Students will keep a daily log showing the use of the FITT Formula	Frequency, intensity	Fitness for Life Physical Dimensions	summarizing and not taking	Daily exercise log	
X		Principles of Exercise	LAR.3.PFL.1	Discuss the benefits of participating in regular physical activity to reduce chronic disease risks: reduces blood lipidslowers blood pressure reduces stressreduces cancer risk reduces risk for diabetes · appropriate weight loss	Students will assess the benefits of participating in regular physical activity to reduce chronic disease risks.	Health related spific research in areas of personal concern will be recorded and debated on through the semester. Specific resources must be recorded to back up researach. Research articles	Cancer Heart disease Diabetes Obesity Body composition Aerobic Lifetime sports	Physical Dimensions Bane McCracken - It's not gym anymore PE Central Project Adventure - High School Adventure Curriculum Health Star - Microfit Caloriesperhour.com	identify similarities and differences	Pre/Post Test	
X		Weight Training Techniques and Safety	MC.1.PFL.2	Identify and apply proper concepts associated with participation in a variety of activities(e.g., weightlifting, stretching, running, breathing, warm-up)	Students will be able to name and demonstrate safety principles associated with weight training. Demonstrate proper stretching techniques. Sequence activities present in a healthy workout routine.	Be able to demonstrate proper technique in the bench press and squat. Proper spotting techniques. Apply safe spotting techniques during workouts.	Spotting Stretching Warm-up Cool-down Clothing for activities Safety gear	Physical Dimensions Bane McCracken - It's not gym anymore PE Central Project Adventure - High School Adventure Curriculum	cooperating learning	Teacher and student check list Teacher Observation	
X			MC.1.PFL.6	Evaluate the three basic principles of exercise to personal fitness: Overload, Progression, and Specificity	Students will demonstrate an understanding of overload , progression, and specificity	Students will keep an exercise log and weight log	Overload, progression, specificity	Fitness for Life Physical Dimensions	reinforcing effort and providing recognition	Student Notebook	
X		Weight Training Techniques and Safety	MC.1.PFL.3	Differentiate between anaerobic and aerobic activities for improvement in endurance	Students will employ a variety of anerobic and aerobic techniques	Demonstration of pushup and progress to a loaded bar on the bench press. Begin with jump rope and progress to variations of leg and arm movements.	Strategies Anticipation Collaboration Coordination	Physical Dimensions Bane McCracken - It's not gym anymore PE Central Project Adventure - High School Adventure Curriculum	non-linguistic representation	Teacher Observation Weight Training Logs	
X			MC.1.PFL.4	Differentiate between isotonic and isometric activities for improvement in strength and flexibility	Students will understand the difference between isotonic and isometric activities	Students will participate in daily warm-ups/stretches	Isotonic Isometric	Fitness for Life Physical dimensions	identify similarities and differences	Observation Student notebook	

	X	Introduction to Aerobic Activities	LAR.3.PFL.2	Examine the benefits of lifetime participation in traditional, adventure, or leisure activities:· stress management· maintain muscle mass· maintain cardio-respiratory fitness· maintain ideal body weight· promote social interaction	The students will analyze the health benefits of lifetime participation in aerobic activities.	Compare a sedintary and active life styles based on life longevity, health care costs and general health (productivity).	Stress Physical Emotional Psychological Fitness Body Comp Life satisfaction	McCracken - It's not gym anymorePE CentralProject Adventure - High School Adventure Curriculum Physical Dimensions Bane	summari and notetakin	Activity log HR log Student project	
	X	Introduction to Aerobic Activities	LAR.3.PFL.3	Develop a plan for personal fitness that takes into consideration:· daily activities· economic impact (e.g., health care costs, membership dues)· employmentleisure time	The students will demonstrate knowledge of personal health and fitness as it relates to everyday life.	Compare a sedintary and active life styles based on life longevity, health care costs and general health (productivity).	Insurance Co-pay Medicare Leisure	Nutrition and Activity Logs, and Personal Goals	Question cues, and advanced organize	Student project journals, and computer lab	
	X	Cardio Fitness Games	MC.1.PFL.1	Critique movement in a variety of activities by utilizing technology(e.g., video, digital camera, stop watch, heart monitors, pedometers, computer programs)	Students will use heart monitor to compare cardiovasuclar intensities for a varity of activities	Distinguish between actvities to determine which ones provide a higher level of cardiovascular fitness	Heart rate monitor, cardiovascular fitness, stop watch, heart rate and target zone	Physical DimensionsBane McCracken - It's not gym anymorePE CentralProject Adventure - High School Adventure Curriculum	cooperat learning	Heart Monitor, Pedometers, Stop Watch, and Health star program	