

Pacing				Rogers Public Schools Instructional Alignment Physical Dimensions - HS								
Q1/ Q2	Q3/ Q4	CC Reading Standards	CC Writing Standards	SLE Number	AR Department of Education Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources	Instructional Strategies	Assessment	
x	x		WHST 6	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 explain the benefits of using tech devices in physical activity	Heart rate monitors, pedometers, BMI	heart rate monitors, pedometers, bmi calculator, grip strength	Cooperative Learning	journal Entry and written test	
x	x			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 and proper warm-up techniques.	Students will demonstrate proper techniques of warm-up and stretching	Heart rate, breathing techniques, stretching, lifting form	interactive notebooks, whiteboard	Cooperative Learning	Teacher Observation, peer/self assessment	
x	x	RST 10	WHST 10	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 physical activities.	Students will record fitness scores, set goals, and post testing	Adventure activities, strategy tactics, fundamental movements, patterns	interactive notebooks, whiteboard	Cooperative Learning	fitness goal sheet	
x	x	RST 3		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)	Cooperate with others when playing a new team game	Students will discuss the pros and cons of cooperation and examine strategies to improve cooperation, while playing various games. (Ex. ultimate frisbee, bocce ball, and disc golf)	Adventure activities, strategy tactics, fundamental movements, patterns	interactive notebooks, unit supplies, whiteboard	Cooperative Learning	Teacher Observation	
x	x	RST 9	WHST 9	MC.1.PEL.5	Differentiate between anaerobic and aerobic activities for improvement in endurance	Students will understand the difference between anaerobic and aerobic by reading an article and then compare and contrasting the two.	-Read article over the differences of anaerobic and aerobic activities. In a Journal, students will list which activities best represent each category and discuss why they placed them there.	Anaerobic, aerobic, endurance	Artical, interactive notebooks, whiteboard		Journal Entry	
x	x	RST 2		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 activities by reading an article and over the two and then compare and contrasting the two.	While performing various stretches, students will list which activities are isotonic and which are isometric. They will do this in a carousel type activity.	isotonic, isometric, strength, flexibility	Artical, interactive notebooks, whiteboard	Compare and Contrast	Journal Entry	
x	x	RST 7	WHST 2	MC.1.PEL.7	Differentiate between the components of the FITT formula: frequency, intensity, time, and type	Students will receive a handout over the Fitt formula and then be able to explain what each component is to a partner.	Students will create a fitness plan using the FITT Formula to improve cardiovascular endurance and muscular strength.	FITT, frequency, intensity, time, type	Handout, interactive notebooks, whiteboard		Teacher Observation	

x	x	RST 1	WHST 4	MC.1.PEL.8	Evaluate the three basic principles of exercise as it relates to personal fitness: overload, progression, specificity	Students will research these basic principles and write a paper explaining how they are used to improve overall fitness.	Using a computer and groups of three, students will research the meaning of each of these principles and how they relate to fitness. Then together as a group, they will detail how these concepts are used to improve fitness.	overload, progressions, specificity	computer lab, interactive notebooks, whiteboard	Written Paper
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: cardio-respiratory, muscular strength, muscular endurance, flexibility, body composition	Students will participate in one nationally recognized fitness assessment.	Students will participate in the Presidents Challenge fitness assesment and maintain their scores for goal setting purposes.	cardio-respiratory, muscular strength, muscular endurance, flexibility, body composition	Interactive notebooks, whiteboard, weight scale, sit-n-reach, stopwatch, grip strength, bmi calculator	Fitness Assessment
x	x			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	Students will keep an activity and nutrition log. Based on their fitness scores, students will set goals with weekly and monthly intervals. Finally, students will create a fitness plan and log their progression for improvement of overall fitness.	nutritional guidelines, fitness principles, nutritional log, fitness profiles	interactive notebooks, whiteboard, nutrition log worksheet	Journal Entry
x	x			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, muscular strength, muscular endurance, flexibility, and body composition.	Students will practice utilizing the fitt formula and record it in an activity journal.	Students will log their daily activity, using their interactive notebook, to detail their utilization of the FITT Formula as it pertains to each area of health related fitness.	FITT, frequency, intensity, time, type, cardio-respiratory, muscular strength, body composition, activity pyramid	interactive notebooks, whiteboard	Journal Entry
x	x		WHST 5	HRF.2.PEL.4	Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)	Be able to explain how stress-relief strategies could give someone a healthier lifestyle	Students will practice various stress relief strategies, then in groups they will choose their favorite strategy and discuss how their strategy can be used to enhance their lifestyle.	stress-relief strategies, breathing techniques, imagery	Handout, interactive notebooks, whiteboard	Journal Entry

x	x	RST 8		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.	Engage in a team sport, such as basketball, to work on these fitness components. Talk to the students about each and how they relate to your unit.	After playing a team sport, the students will discuss with a partner how improving each component of skill related fitness can better enhance their overall performance.	Agility, balance, coordination, power, reaction time, speed	unit supplies, interactive notebooks, whiteboards		Teacher Observation	
x	x	RST 9	WHST 8	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.	Research how having regular physical activity in a persons life can reduce certain diseases, write 300 words on your findings.	After researching the benefits of regular physical fitness, students will write an argumentative paper to the President, detailing the need for increased physical education in schools.	chronic disease, lipids, blood pressure, stress	computer lab, interactive notebooks, whiteboard		Written Paper	
x	x	RST 6		LAR.3.PEL.3	Examine the benefits of lifetime participatin in traditional, adventure, or leisure activities: stress management, maintain muscle mass, maintian cardio-respiratory fitess, maintain body weight, promote social interaction.	Perform activites using fundamental skills: badminton, pickleball, line and social dance, strength and conditioning, etc.	Students will jounal about the benefits of lifetime activities, and how staying active can enhance each of the areas mentioned. They will also record which activites are better suited for each category.	muscle mass, cardio-respiratory, fitness	unit supplies, interactive notebooks, whiteboards		Teacher Observation	
x	x	RST 4	WHST 7	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 organization)	Research a local fitness club or outdoor area where you could utilize in order to get healthy. Write a paragraph on the things that are offered in that particular one you researched.	Students will go on a field trip to a local fitness club and summarize the amenities available. Students will also list, in their journal, the local and state wide recreational activities.	Recreational	computer lab, interactive notebooks, whiteboard		Journal Entry	
x	x	RST 5		LAR.3.PEL.5	Evaluate personal health and fitness as it relates to: leisure time, employment, daily activities, economic impact.	Discuss with your students about how much leisure time they have and if it were used to participate in physical activites how would their health be different.	Students will log their daily activity. partner will evaluate their activity log and write a plan for improvement. Then students will discuss in groups the benefits of personal health on employment, and economic impact.	leisure, economic impact	interactive notebooks, whiteboards		Journal Entry	

x	x			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.	Maintain and improve health-related fitness components through walking activities.	Students will perform and record their performance on a 30 day challenge. They will record their weight totals, before and after the challenge. Finally, they will evaluate the effects of the challenge on their overall appearance, confidence, and self esteem.	health-related fitness	interactive notebooks, whiteboards, walking chart		Journal Entry	
x	x			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 students in the class.	After performing group tasks, the students will discuss various ways to enhance performance and how to a contributing group member.	courtesy, fairness	interactive notebooks, whiteboard		Teacher Observation	
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)	Understand the importance of good safety behaviors and how they can affect their safety.	Students will demonstrate the proper handling and care of equipment while in PE and create their own safety equipment for the sport of their choosing. The students will create a commercial for their safety equipment and tell why it is important for overall safety.	safety behaviors	handout, interactive notebooks, whiteboard		Journal Entry	
x	x		WHST 1	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.	Students will research and write a paper in regards to anabolic steroids and supplements. The paper will discuss potential risks and consequences associated with use.	performance-enhancing supplements, steroids	computer lab, interactive notebooks, whiteboard		Journal Entry	
x	x			PSB.4.PEL.4	Discuss and model positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship, avoid bullying)	Work with class members toward class goals and objectives.	Students will evaluate their social behaviors for each day of class using a behaviors rubric.	peer interaction, bullying, sportsmanship, team work	interactive notebooks, whiteboard		Teacher Observation	

