

Course: Aerobics 1- 1503400

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4011>

BASIC INFORMATION

Course Number:	1503400
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Aerobics 1, AEROBICS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Fitness
Course Title:	Aerobics 1
Course Abbreviated Title:	AEROBICS 1
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (20)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.15:</u></p>	<p>Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.</p>
<p><u>PE.912.C.2.16:</u></p>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples</p> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>

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<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.

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<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: Aerobics 2- 1503410

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4013>

BASIC INFORMATION

Course Number:	1503410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Aerobics 2, AEROBICS 2, Aerobics
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Fitness
Course Title:	Aerobics 2
Course Abbreviated Title:	AEROBICS 2
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (27)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and
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	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.12:</u></p>	<p>Compare and contrast aerobic versus anaerobic activities.</p>
<p><u>PE.912.C.2.15:</u></p>	<p>Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.</p>
<p><u>PE.912.C.2.16:</u></p>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples</p> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>

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<p><u>PE.912.C.2.17:</u></p>	<p>Assess physiological effects of exercise during and after physical activity. Remarks/Examples</p> <p>Some examples are breathing, resting heart rate and blood pressure.</p>
<p><u>PE.912.C.2.19:</u></p>	<p>Choreograph complex sequences individually, with a partner or in a small group.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.L.3.1:</u></p>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.</p>
<p><u>PE.912.L.3.2:</u></p>	<p>Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><u>PE.912.L.3.3:</u></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><u>PE.912.L.3.4:</u></p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
<p><u>PE.912.L.3.5:</u></p>	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
<p><u>PE.912.L.3.6:</u></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><u>PE.912.M.1.13:</u></p>	<p>Perform a student-designed cardiorespiratory enhancing workout.</p>
<p><u>PE.912.M.1.14:</u></p>	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples</p>

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	Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. Remarks/Examples Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
PE.912.M.1.9:	Demonstrate complex skills and advanced rhythmic movements in dance. Remarks/Examples Some examples are line, hip-hop, country and folk.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect

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Course: Aerobics 3- 1503420

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4016>

BASIC INFORMATION

Course Number:	1503420
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Aerobics 3, AEROBICS 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Fitness
Course Title:	Aerobics 3
Course Abbreviated Title:	AEROBICS 3
Course length:	Semester (S)
Status:	State Board Approved

STANDARDS (27)

LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.A-REI.4.10:</u></p>	<p>Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 2: For A.REI.10, focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>

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<u>PE.912.C.2.12:</u>	Compare and contrast aerobic versus anaerobic activities.
<u>PE.912.C.2.17:</u>	Assess physiological effects of exercise during and after physical activity. Remarks/Examples Some examples are breathing, resting heart rate and blood pressure.
<u>PE.912.C.2.19:</u>	Choreograph complex sequences individually, with a partner or in a small group.
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.

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<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>PE.912.M.1.30:</u>	Combine and apply movement patterns from simple to complex.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.M.1.6:</u>	Select appropriate music for dance forms and choreograph dance movements to music.
<u>PE.912.M.1.7:</u>	Perform advanced dance sequences from a variety of dances accurately. Remarks/Examples Some examples of dances are hip-hop, social, step and line.
<u>PE.912.M.1.8:</u>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<u>PE.912.M.1.9:</u>	Demonstrate complex skills and advanced rhythmic movements in dance. Remarks/Examples Some examples are line, hip-hop, country and folk.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

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PE.912.R.6.3:

Analyze the roles of games, sports and/or physical activities in other cultures.

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	for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: AICE Physical Education 1 AS Level-3026020

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/5428>

BASIC INFORMATION

Course Number:	3026020
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Combined Courses, AICE Physical Education, AICE Phys Ed, AICE
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Combined Courses
Course Title:	AICE Physical Education 1 AS Level
Course Abbreviated Title:	AICE PHYS ED 1 AS
Course length:	Year (Y)
Course Type:	Elective
Course Level:	3
Status:	State Board Approved
Advanced International Certification of Education (AICE)?	Yes

Course: AICE Physical Education 2 A Level-3026030

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/5429>

BASIC INFORMATION

Course Number:	3026030
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Combined Courses, AICE Physical Education 2 A Level, AICE PHYS ED 2 AL, AICE, A Level
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Combined Courses
Course Title:	AICE Physical Education 2 A Level
Course Abbreviated Title:	AICE PHYS ED 2 AL
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Type:	Elective
Course Level:	3
Status:	Draft - Board Approval Pending
Advanced International Certification of Education (AICE)?	Yes

Course: Basketball- 1503310

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4019>

BASIC INFORMATION

Course Number:	1503310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Basketball, Team, BASKETBALL
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Team
Course Title:	Basketball
Course Abbreviated Title:	BASKETBALL
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (30)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that
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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.20:</u></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><u>PE.912.C.2.21:</u></p>	<p>Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.</p>
<p><u>PE.912.C.2.22:</u></p>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate,</p>

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	monitor and/or improve performance.
<u>PE.912.C.2.24:</u>	Analyze the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.10:</u>	Apply sport specific skills in simulation and in real-life applications. Remarks/Examples An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.24:</u>	Apply a combination of complex movement patterns in a game setting.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.26:</u>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.

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Course: Care and Prevention of Athletic Injuries- 1502490

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4023>

BASIC INFORMATION

Course Number:	1502490
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Care and Prevention of Athletic Injuries, Care, Prevention, Athletic Injuries
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: General</p>
Course Title:	Care and Prevention of Athletic Injuries
Course Abbreviated Title:	CARE/PREV OF ATH INJ
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (24)

<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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<p><u>LAFS.910.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p><u>LAFS.910.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>MAFS.912.S-MD.2.7:</u></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
<p><u>PE.912.C.2.10:</u></p>	<p>Analyze long-term benefits of regularly participating in physical activity.</p>

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<p><u>PE.912.C.2.11:</u></p>	<p>Explain how each of the health-related components of fitness are improved through the application of training principles. Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><u>PE.912.C.2.17:</u></p>	<p>Assess physiological effects of exercise during and after physical activity. Remarks/Examples</p> <p>Some examples are breathing, resting heart rate and blood pressure.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.25:</u></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<p><u>PE.912.C.2.26:</u></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><u>PE.912.C.2.7:</u></p>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities.</p>
<p><u>PE.912.C.2.8:</u></p>	<p>Differentiate between the three different types of heat illnesses associated with fluid loss. Remarks/Examples</p> <p>The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</p>
<p><u>PE.912.C.2.9:</u></p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
<p><u>PE.912.I.3.6:</u></p>	<p>Identify risks and safety factors that may affect physical activity</p>

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	throughout life.
<u>PE.912.L.4.6:</u>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.17:</u>	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of

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	physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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	<p>Remarks/Examples</p> <p>An example is placing a shot in an open area away from opponent.</p>
<u>PE.912.M.1.30:</u>	Combine and apply movement patterns from simple to complex.
<u>PE.912.M.1.31:</u>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples</p> <p>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<u>PE.912.R.5.4:</u>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>

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Course: Comprehensive Fitness- 1501390

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4025>

BASIC INFORMATION

Course Number:	1501390
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Comprehensive Fitness, COMPRE FIT
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Fitness
Course Title:	Comprehensive Fitness
Course Abbreviated Title:	COMPRE FIT
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (30)

<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.910.L.3.4:</u>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and</i>

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	<p><i>content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>MAFS.912.S-MD.2.7:</u></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
<p><u>PE.912.C.2.15:</u></p>	<p>Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.</p>
<p><u>PE.912.C.2.16:</u></p>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples</p> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>

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<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.4.1:</u>	Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.
<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples Some examples of training principles are overload, specificity and progression.

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<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples An example is performing plyometrics.
<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety

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	procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples
	Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: Fitness Issues for Adolescence-1501320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4028>

BASIC INFORMATION

Course Number:	1501320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Fitness Issues for Adolescence, FIT ISSUES FOR ADOL, Fitness Issues, Adolescence
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Fitness</p>
Course Title:	Fitness Issues for Adolescence
Course Abbreviated Title:	FIT ISSUES FOR ADOL
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (30)

<u>LAFS.910.L.3.4:</u>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
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	<ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p><u>LAFS.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the

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	evidence and reasoning presented.
<u>MAFS.912.S-ID.1.2:</u>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<u>MAFS.912.S-MD.2.7:</u>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.
<u>PE.912.C.2.13:</u>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<u>PE.912.C.2.15:</u>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<u>PE.912.C.2.18:</u>	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. Remarks/Examples Some examples are weight-loss pills, food labels and exercise equipment.
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Remarks/Examples Some examples of precautions are hydration and appropriate attire.
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous

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	physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.1:</u>	Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples An example is performing plyometrics.

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<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.1:</u>	Describe ways to act independently of peer pressure during physical activities.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental,

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	emotional and social.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: Fitness Lifestyle Design- 1501310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4032>

BASIC INFORMATION

Course Number:	1501310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Fitness Lifestyle Design, FIT LIFST DESIGN, Lifestyle, Design
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Fitness
Course Title:	Fitness Lifestyle Design
Course Abbreviated Title:	FIT LIFST DESIGN
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending

STANDARDS (30)

LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific
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	scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.910.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<u>MAFS.912.S-ID.1.2:</u>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<u>MAFS.912.S-MD.2.7:</u>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.
<u>PF 912 C 2 13:</u>	Document food intake, calories consumed and energy expended

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	through physical activity and analyze the results.
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.24:</u>	Analyze the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.27:</u>	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. Remarks/Examples Some examples are volleyball and tennis serve, surfing and skate boarding.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as

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Course: Florida's Pre-international Baccalaureate Personal Fitness- 1501800

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/5297>

BASIC INFORMATION

Course Number:	1501800
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Florida's Pre-International Baccalaureate Personal Fitness, Pre-International Baccalaureate
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Fitness</p>
Course Title:	Florida's Pre-international Baccalaureate Personal Fitness
Course Abbreviated Title:	FL PRE-IB PERS FIT
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	3
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. Physical education in the Middle Years Programme is concerned with more than just participating

in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long term healthy living. As part of this course students will complete two of the required assessments for moderation for Physical Education in the IB Middle Years Programme.

	lifestyle changes occur.
<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Golf 1- 1504400

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4036>

BASIC INFORMATION

Course Number:	1504400
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Golf 1, GOLF 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Golf 1
Course Abbreviated Title:	GOLF 1
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (22)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that
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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p>MAFS.912.S-ID.1.2:</p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p>PE.912.C.2.23:</p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p>PE.912.C.2.24:</p>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<p>PE.912.C.2.26:</p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Golf 2- 1504410

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4038>

BASIC INFORMATION

Course Number:	1504410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Golf 2, GOLF 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Golf 2
Course Abbreviated Title:	GOLF 2
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (21)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that
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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.26:</u></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><u>PE.912.C.2.28:</u></p>	<p>Interpret and apply the rules associated with specific course activities.</p>
<p><u>PE.912.C.2.9:</u></p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate</p>

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	attire.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.M.1.10:</u>	Apply sport specific skills in simulation and in real-life applications. Remarks/Examples An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
<u>PE.912.M.1.22:</u>	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations.

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	<p>Remarks/Examples</p> <p>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.4:</u></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.5:</u></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><u>PE.912.R.6.3:</u></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>

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<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.M.1.10:</u>	Apply sport specific skills in simulation and in real-life applications. Remarks/Examples An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.

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<p><u>PE.912.R.5.3:</u></p>	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples</p> <p>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.4:</u></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.5:</u></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><u>PE.912.R.6.3:</u></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>

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<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived. Remarks/Examples
	Some examples of potential benefits are physical, mental, emotional and social.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Gymnastics 1- 1502300

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4039>

BASIC INFORMATION

Course Number:	1502300
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Gymnastics 1, GYMNASTICS 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Gymnastics 1
Course Abbreviated Title:	GYMNASTICS 1
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (19)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that
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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.26:</u></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><u>PE.912.L.3.6:</u></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><u>PE.912.L.4.5:</u></p>	<p>Apply the principles of training to personal fitness goals.</p> <p>Remarks/Examples</p> <p>Some examples of training principles are overload, specificity</p>

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	and progression.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.18:</u>	Demonstrate a variety of gymnastics skills with a level of control.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.20:</u>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.1:</u>	Describe ways to act independently of peer pressure during physical activities.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and

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Course: Gymnastics 2- 1502310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4042>

BASIC INFORMATION

Course Number:	1502310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Gymnastics 2, GYMNASTICS 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Gymnastics 2
Course Abbreviated Title:	GYMNASTICS 2
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (21)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that
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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.19:</u></p>	<p>Choreograph complex sequences individually, with a partner or in a small group.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.24:</u></p>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<p><u>PE.912.C.2.25:</u></p>	<p>Analyze and evaluate the risks, safety procedures, rules and</p>

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	equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples
	Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples
	An example is performing plyometrics.
<u>PE.912.M.1.18:</u>	Demonstrate a variety of gymnastics skills with a level of control.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.20:</u>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
<u>PE.912.M.1.21:</u>	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: HOPE-Core- 3026010

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4051>

BASIC INFORMATION

Course Number:	3026010
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Combined Courses, HOPE-Core, HOPE Core, HOPE, Core
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Combined Courses
Course Title:	HOPE-Core
Course Abbreviated Title:	HOPE Core
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.</p> <p>In addition to the physical education content represented in the benchmarks below, specific health education topics within this</p>

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	<p>course include, but are not limited to:</p> <ul style="list-style-type: none"> Mental/Social Health Physical Activity Components of Physical Fitness Nutrition and Wellness Planning Diseases and Disorders Health Advocacy First Aid/CPR Alcohol, Tobacco, and Drug Prevention Human Sexuality including Abstinence and HIV Internet Safety
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STANDARDS (83)

<u>HE.912.B.4.2:</u>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<u>HE.912.B.4.3:</u>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<u>HE.912.B.4.4:</u>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<u>HE.912.B.5.1:</u>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity,</p>

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	alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
<u>HE.912.B.5.2:</u>	Generate alternatives to health-related issues or problems. Remarks/Examples Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
<u>HE.912.B.5.3:</u>	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
<u>HE.912.B.5.4:</u>	Assess whether individual or collaborative decision making is needed to make a healthy decision. Remarks/Examples Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
<u>HE.912.B.6.1:</u>	Evaluate personal health practices and overall health status to include all dimensions of health. Remarks/Examples Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
<u>HE.912.B.6.2:</u>	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Remarks/Examples

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	Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
<u>HE.912.B.6.3:</u>	Implement strategies and monitor progress in achieving a personal health goal. Remarks/Examples Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.
<u>HE.912.B.6.4:</u>	Formulate an effective long-term personal health plan. Remarks/Examples Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.2:</u>	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples

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	Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>HE.912.C.1.5:</u>	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
<u>HE.912.C.1.7:</u>	Analyze how heredity and family history can impact personal health. Remarks/Examples Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
<u>HE.912.C.1.8:</u>	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
<u>HE.912.C.2.1:</u>	Analyze how the family influences the health of individuals. Remarks/Examples Nutritional management of meals, composition of and relationships within families, and health-insurance status.
<u>HE.912.C.2.2:</u>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure,

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	force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<u>HE.912.C.2.3:</u>	Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.
<u>HE.912.C.2.4:</u>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<u>HE.912.C.2.5:</u>	Evaluate the effect of media on personal and family health. Remarks/Examples Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
<u>HE.912.C.2.6:</u>	Evaluate the impact of technology on personal, family, and community health. Remarks/Examples Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
<u>HE.912.C.2.7:</u>	Analyze how culture supports and challenges health beliefs,

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	<p>practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<u>HE.912.C.2.8:</u>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<u>HE.912.C.2.9:</u>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<u>HE.912.P.7.1:</u>	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<u>HE.912.P.7.2:</u>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<u>HE.912.P.8.1:</u>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples</p>

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	Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<u>HE.912.P.8.3:</u>	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<u>LAFS.910.L.3.6:</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals

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	<p>and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>LAFS.910.W.3.8:</u></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><u>LAFS.910.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.10:</u></p>	<p>Analyze long-term benefits of regularly participating in physical activity.</p>
<p><u>PE.912.C.2.11:</u></p>	<p>Explain how each of the health-related components of fitness are improved through the application of training principles.</p> <p>Remarks/Examples</p>

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	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.C.2.12:</u>	Compare and contrast aerobic versus anaerobic activities.
<u>PE.912.C.2.13:</u>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<u>PE.912.C.2.14:</u>	Compare and contrast the skill-related components of fitness used in various physical activities. Remarks/Examples The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
<u>PE.912.C.2.15:</u>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<u>PE.912.C.2.16:</u>	Explain the methods of monitoring levels of intensity during aerobic activity. Remarks/Examples Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
<u>PE.912.C.2.17:</u>	Assess physiological effects of exercise during and after physical activity. Remarks/Examples Some examples are breathing, resting heart rate and blood pressure.
<u>PE.912.C.2.18:</u>	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. Remarks/Examples Some examples are weight-loss pills, food labels and exercise equipment.
<u>PE.912.C.2.22:</u>	Explain the skill-related components of fitness and how they

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	<p>enhance performance levels.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.27:</u>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<u>PE.912.C.2.6:</u>	Compare and contrast the health-related benefits of various physical activities.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.C.2.8:</u>	<p>Differentiate between the three different types of heat illnesses associated with fluid loss.</p> <p>Remarks/Examples</p> <p>The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</p>
<u>PE.912.C.2.9:</u>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days

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	of the week.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.1:</u>	Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.
<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.L.4.6:</u>	Identify health-related problems associated with low levels of

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	cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples An example is performing plyometrics.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.17:</u>	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples

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	Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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<p><u>PE.912.R.5.4:</u></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.5:</u></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><u>PE.912.R.6.3:</u></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>

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Course: HOPE-Physical Education Variation-1506320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4058>

BASIC INFORMATION

Course Number:	1506320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Combined Courses, HOPE-Physical Education Variation, HOPE-PE V, HOPE
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Combined Courses
Course Title:	HOPE-Physical Education Variation
Course Abbreviated Title:	HOPE-PE V
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical

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	<p>application of the knowledge. A majority of class time should be spent in physical activity.</p> <p>In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:</p> <p>Mental/Social Health Physical Activity Components of Physical Fitness Nutrition and Wellness Planning Diseases and Disorders Health Advocacy</p>
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STANDARDS (68)

<u>HE.912.C.1.2:</u>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<u>HE.912.C.1.5:</u>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>

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<p><u>HE.912.C.1.7:</u></p>	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p><u>HE.912.C.1.8:</u></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><u>HE.912.C.2.1:</u></p>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples</p> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p><u>HE.912.C.2.2:</u></p>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><u>HE.912.C.2.3:</u></p>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><u>HE.912.C.2.4:</u></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

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	<p>Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs</p>

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	<p>about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<u>HE.912.P.7.1:</u>	<p>Analyze the role of individual responsibility in enhancing health. Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<u>HE.912.P.7.2:</u>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<u>HE.912.P.8.1:</u>	<p>Demonstrate how to influence and support others in making positive health choices. Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<u>HE.912.P.8.3:</u>	<p>Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>

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<u>LAFS.910.L.3.6:</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>MAFS.912.S-ID.1.2:</u>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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	<p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.
<u>PE.912.C.2.11:</u>	<p>Explain how each of the health-related components of fitness are improved through the application of training principles.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<u>PE.912.C.2.12:</u>	Compare and contrast aerobic versus anaerobic activities.
<u>PE.912.C.2.13:</u>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<u>PE.912.C.2.14:</u>	<p>Compare and contrast the skill-related components of fitness used in various physical activities.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<u>PE.912.C.2.15:</u>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<u>PE.912.C.2.16:</u>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples</p> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<u>PE.912.C.2.17:</u>	Assess physiological effects of exercise during and after physical activity.

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	<p>Remarks/Examples</p> <p>Some examples are breathing, resting heart rate and blood pressure.</p>
<u>PE.912.C.2.18:</u>	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p>Remarks/Examples</p> <p>Some examples are weight-loss pills, food labels and exercise equipment.</p>
<u>PE.912.C.2.22:</u>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<u>PE.912.C.2.23:</u>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<u>PE.912.C.2.25:</u>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<u>PE.912.C.2.27:</u>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<u>PE.912.C.2.6:</u>	<p>Compare and contrast the health-related benefits of various physical activities.</p>
<u>PE.912.C.2.7:</u>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities.</p>
<u>PE.912.C.2.8:</u>	<p>Differentiate between the three different types of heat illnesses associated with fluid loss.</p> <p>Remarks/Examples</p> <p>The three types of heat illnesses are heat cramps, heat</p>

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	exhaustion and heat stroke.
<u>PE.912.C.2.9:</u>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.2:</u>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.1:</u>	<p>Design a personal fitness program.</p> <p>Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.

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<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.L.4.6:</u>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples An example is performing plyometrics.
<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples

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	Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples
	Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples
	Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples
	Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy

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	lifestyle.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived. Remarks/Examples
	Some examples of potential benefits are physical, mental, emotional and social.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: International Baccalaureate Mid Yrs Prog Physical Education- 1501305

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/5430>

BASIC INFORMATION

Course Number:	1501305
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, International Baccalaureate Mid Yrs Prog Physical Educational, International Baccalaureate, Mid Yrs Prog, IB
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Fitness</p>
Course Title:	International Baccalaureate Mid Yrs Prog Physical Education
Course Abbreviated Title:	IB MYP PE
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Type:	Elective
Course Level:	3
Status:	Draft - Board Approval Pending
International Baccalaureate(IB)?	Yes

Course: International Baccalaureate Mid Yrs Prog Personal Fitness- 1501810

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/5431>

BASIC INFORMATION

Course Number:	1501810
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Combined Courses, International Baccalaureate Mid Yrs Prog Personal Fitness, IB MYP PERS FIT, International Baccalaureate
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Combined Courses</p>
Course Title:	International Baccalaureate Mid Yrs Prog Personal Fitness
Course Abbreviated Title:	IB MYP PERS FIT
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Type:	Elective
Course Level:	3
Status:	Draft - Board Approval Pending
International Baccalaureate(IB)?	Yes

Course: Individual and Dual Sports 1-1502410

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4067>

BASIC INFORMATION

Course Number:	1502410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Individual and Dual Sports 1, INDIV/DUAL SPRTS 1
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Individual and Dual</p>
Course Title:	Individual and Dual Sports 1
Course Abbreviated Title:	INDIV/DUAL SPRTS 1
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (22)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.20:</u></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.26:</u></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><u>PE.912.C.2.27:</u></p>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p>

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	Remarks/Examples Some examples are volleyball and tennis serve, surfing and skate boarding.
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.10:</u>	Apply sport specific skills in simulation and in real-life applications. Remarks/Examples An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.31:</u>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts,

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	respecting opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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	officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: Individual and Dual Sports 2-1502420

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4070>

BASIC INFORMATION

Course Number:	1502420
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Individual and Dual Sports 2, INDIV/DUAL SPRTS 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Individual and Dual Sports 2
Course Abbreviated Title:	INDIV/DUAL SPRTS 2
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (31)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.20:</u></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><u>PE.912.C.2.22:</u></p>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>

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<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.27:</u>	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. Remarks/Examples Some examples are volleyball and tennis serve, surfing and skate boarding.
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Remarks/Examples Some examples of precautions are hydration and appropriate attire.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.10:</u>	Apply sport specific skills in simulation and in real-life applications. Remarks/Examples An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.22:</u>	Demonstrate proficiency in advanced combinations of motor

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	skills for a variety of individual and dual sports.
<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.24:</u>	Apply a combination of complex movement patterns in a game setting.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.26:</u>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. Remarks/Examples An example is placing a shot in an open area away from opponent.
<u>PE.912.M.1.30:</u>	Combine and apply movement patterns from simple to complex.
<u>PE.912.M.1.31:</u>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.

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Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Individual and Dual Sports 3-1502430

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4071>

BASIC INFORMATION

Course Number:	1502430
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Individual and Dual Sports 3, INDIV/DUAL SPRTS 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Individual and Dual Sports 3
Course Abbreviated Title:	INDIV/DUAL SPRTS 3
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (30)

LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.20:</u></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><u>PE.912.C.2.21:</u></p>	<p>Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.24:</u></p>	<p>Analyze the mechanical principles as they apply to specific course activities.</p>

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	<p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.27:</u>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.C.2.9:</u>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.10:</u>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p>Remarks/Examples</p> <p>An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>

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<u>PE.912.M.1.20:</u>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
<u>PE.912.M.1.22:</u>	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.24:</u>	Apply a combination of complex movement patterns in a game setting.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.26:</u>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. Remarks/Examples An example is placing a shot in an open area away from opponent.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and

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	officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: Outdoor Education- 1502480

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4074>

BASIC INFORMATION

Course Number:	1502480
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Outdoor Education, OUTDOOR ED, Outdoor
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: General
Course Title:	Outdoor Education
Course Abbreviated Title:	OUTDOOR ED
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending

STANDARDS (18)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.

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<u>PE.912.M.1.11:</u>	Demonstrate competency in two or more extreme sports activities.
<u>PE.912.M.1.27:</u>	Demonstrate proficiency in a variety of outdoor pursuit activities.
<u>PE.912.M.1.28:</u>	Apply strategies and tactics in a variety of outdoor pursuits.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.R.5.1:</u>	Describe ways to act independently of peer pressure during physical activities.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: Personal Fitness- 1501300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4082>

BASIC INFORMATION

Course Number:	1501300
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Personal Fitness, PERS FIT, Personal
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Fitness
Course Title:	Personal Fitness
Course Abbreviated Title:	PERS FIT
Number of Credits:	Half credit (.5)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

STANDARDS (45)

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<u>HE.912.B.6.4:</u>	<p>Formulate an effective long-term personal health plan. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<u>HE.912.C.1.1:</u>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<u>HE.912.C.1.3:</u>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<u>HE.912.C.2.2:</u>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<u>HE.912.C.2.5:</u>	<p>Evaluate the effect of media on personal and family health.</p>

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	<p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><u>HE.912.P.7.1:</u></p>	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<p><u>HE.912.P.7.2:</u></p>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<p><u>LAFS.1112.RST.3.7:</u></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<p><u>LAFS.910.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

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	<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><u>LAFS.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>LAFS.910.W.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to</p>

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	<p>compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<u>MAFS.912.S-MD.2.7:</u>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<u>PE.912.C.2.15:</u>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<u>PE.912.C.2.16:</u>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples</p> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<u>PE.912.C.2.17:</u>	<p>Assess physiological effects of exercise during and after physical activity.</p> <p>Remarks/Examples</p> <p>Some examples are breathing, resting heart rate and blood pressure.</p>
<u>PE.912.C.2.18:</u>	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p>Remarks/Examples</p> <p>Some examples are weight-loss pills, food labels and exercise equipment.</p>
<u>PE.912.C.2.22:</u>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination,</p>

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	balance, power, agility and reaction time.
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples
	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.1:</u>	Design a personal fitness program. Remarks/Examples
	Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.
<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples
	Some examples of training principles are overload, specificity

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	and progression.
<u>PE.912.L.4.6:</u>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples
	An example is performing plyometrics.
<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples
	Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples
	Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual

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	strengths and needs.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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Course: Paddleball/Racquetball/Handball-1502400

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4080>

BASIC INFORMATION

Course Number:	1502400
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Paddleball/Racquetball/Handball, Paddleball, Racquetball, Handball, PADB RACQB HANDBALL
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Individual and Dual</p>
Course Title:	Paddleball/Racquetball/Handball
Course Abbreviated Title:	PADB RACQB HANDBALL
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending

STANDARDS (26)

LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative
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	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.21:</u></p>	<p>Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>

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<u>PE.912.C.2.24:</u>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<u>PE.912.C.2.25:</u>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<u>PE.912.C.2.26:</u>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<u>PE.912.C.2.27:</u>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<u>PE.912.C.2.28:</u>	<p>Interpret and apply the rules associated with specific course activities.</p>
<u>PE.912.L.3.4:</u>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
<u>PE.912.L.3.5:</u>	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
<u>PE.912.L.3.6:</u>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<u>PE.912.M.1.10:</u>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p>Remarks/Examples</p> <p>An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<u>PE.912.M.1.15:</u>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p>
<u>PE.912.M.1.22:</u>	<p>Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.</p>

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<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.24:</u>	Apply a combination of complex movement patterns in a game setting.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.26:</u>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. Remarks/Examples An example is placing a shot in an open area away from opponent.
<u>PE.912.M.1.30:</u>	Combine and apply movement patterns from simple to complex.
<u>PE.912.M.1.31:</u>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Course: Personal Fitness Trainer- 1501380

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4087>

BASIC INFORMATION

Course Number:	1501380
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Personal Fitness Trainer, Pers Fit Trainer, Personal Fitness, Trainer
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Fitness</p>
Course Title:	Personal Fitness Trainer
Course Abbreviated Title:	Pers Fit Trainer
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (58)

<u>HE.912.B.3.4:</u>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or</p>
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	man-made conditions.
<u>HE.912.B.6.2:</u>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Remarks/Examples</p> <p>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
<u>HE.912.B.6.3:</u>	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<u>HE.912.C.1.4:</u>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<u>HE.912.P.8.1:</u>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<u>LAFS.1112.RST.3.7:</u>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

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<u>LAFS.910.L.3.6:</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LAFS.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LAFS.910.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of

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	technology's capacity to link to other information and to display information flexibly and dynamically.
<u>MAFS.912.S-MD.2.7:</u>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.
<u>PE.912.C.2.11:</u>	<p>Explain how each of the health-related components of fitness are improved through the application of training principles.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<u>PE.912.C.2.12:</u>	Compare and contrast aerobic versus anaerobic activities.
<u>PE.912.C.2.13:</u>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<u>PE.912.C.2.14:</u>	<p>Compare and contrast the skill-related components of fitness used in various physical activities.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<u>PE.912.C.2.15:</u>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<u>PE.912.C.2.16:</u>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples</p> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<u>PE.912.C.2.17:</u>	<p>Assess physiological effects of exercise during and after physical activity.</p> <p>Remarks/Examples</p>

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	Some examples are breathing, resting heart rate and blood pressure.
<u>PE.912.C.2.18:</u>	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. Remarks/Examples Some examples are weight-loss pills, food labels and exercise equipment.
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.6:</u>	Compare and contrast the health-related benefits of various physical activities.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.C.2.8:</u>	Differentiate between the three different types of heat illnesses associated with fluid loss. Remarks/Examples The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Remarks/Examples Some examples of precautions are hydration and appropriate attire.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility

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	and body composition.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.1:</u>	Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.
<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.L.4.6:</u>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples An example is performing plyometrics.
<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.

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Course: Power Weight Training 1- 1501410

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4090>

BASIC INFORMATION

Course Number:	1501410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Power Weight Training 1, POWER WEIGHT TRAIN 1, Power Weight, Training
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Fitness
Course Title:	Power Weight Training 1
Course Abbreviated Title:	POWER WEIGHT TRAIN 1
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending

STANDARDS (26)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on
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	<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p>MAFS.912.S-ID.1.2:</p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p>PE.912.C.2.14:</p>	<p>Compare and contrast the skill-related components of fitness used in various physical activities.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>

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<u>PE.912.C.2.17:</u>	Assess physiological effects of exercise during and after physical activity. Remarks/Examples Some examples are breathing, resting heart rate and blood pressure.
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.
<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.

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<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples An example is performing plyometrics.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<u>PE.912.M.1.19:</u>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<u>PE.912.M.1.30:</u>	Combine and apply movement patterns from simple to complex.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

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<p><u>PE.912.R.6.2:</u></p>	<p>Analyze physical activities from which benefits can be derived. Remarks/Examples</p> <p>Some examples of potential benefits are physical, mental, emotional and social.</p>
<p><u>PE.912.R.6.3:</u></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>

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<p><u>PE.912.M.1.14:</u></p>	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Remarks/Examples</p> <p>Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
<p><u>PE.912.M.1.15:</u></p>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p>
<p><u>PE.912.M.1.16:</u></p>	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples</p> <p>Some examples of training principles are overload, specificity and progression.</p>
<p><u>PE.912.M.1.17:</u></p>	<p>Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.</p>
<p><u>PE.912.M.1.19:</u></p>	<p>Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.</p>
<p><u>PE.912.M.1.34:</u></p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<p><u>PE.912.M.1.35:</u></p>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
<p><u>PE.912.M.1.5:</u></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p><u>PE.912.R.5.2:</u></p>	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p>
<p><u>PE.912.R.5.4:</u></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and</p>

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Course: Pre-AICE Physical Education IGCSE Level- 3026015

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/5427>

BASIC INFORMATION

Course Number:	3026015
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Combined Courses, Pre-AICE Physical Education IGCSE Level, PRE-AICE PHYS ED IG, Pre-AICE, Physical Education, IGCSE Level
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Combined Courses</p>
Course Title:	Pre-AICE Physical Education IGCSE Level
Course Abbreviated Title:	PRE-AICE PHYS ED IG
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Type:	Elective
Course Level:	3
Status:	Draft - Board Approval Pending
Advanced International Certification of Education (AICE)?	Yes

	officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<u>SC.912.L.14.12:</u>	Describe the anatomy and histology of bone tissue.
<u>SC.912.L.14.16:</u>	Describe the anatomy and histology, including ultrastructure, of muscle tissue.
<u>SC.912.L.14.17:</u>	List the steps involved in the sliding filament of muscle contraction.
<u>SC.912.L.14.19:</u>	Explain the physiology of skeletal muscle.
<u>SC.912.L.14.20:</u>	Identify the major muscles of the human on a model or diagram. Remarks/Examples Refer to MAFS.K12.MP.4: Model with mathematics.
<u>SC.912.L.14.24:</u>	Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse.
<u>SC.912.L.14.36:</u>	Describe the factors affecting blood flow through the cardiovascular system.
<u>SC.912.L.14.44:</u>	Describe the physiology of the respiratory system including the mechanisms of ventilation, gas exchange, gas transport and the mechanisms that control the rate of ventilation.

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Course: Racquetball 1- 1505430

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4091>

BASIC INFORMATION

Course Number:	1505430
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Racquetball 1, RACQUETBALL 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Racquetball 1
Course Abbreviated Title:	RACQUETBALL 1
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (22)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that
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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.25:</u></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<p><u>PE.912.C.2.26:</u></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><u>PE.912.C.2.28:</u></p>	<p>Interpret and apply the rules associated with specific course activities.</p>
<p><u>PE.912.I.3.4:</u></p>	<p>Identify the in-school opportunities for participation in a variety</p>

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	of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.31:</u>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while

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Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Racquetball 2- 1505440

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4092>

BASIC INFORMATION

Course Number:	1505440
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Racquetball 2, RACQUETBALL 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Racquetball 2
Course Abbreviated Title:	RACQUETBALL 2
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (24)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and
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	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.21:</u></p>	<p>Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><u>PE.912.C.2.25:</u></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<p><u>PE.912.C.2.26:</u></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>

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<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.M.1.22:</u>	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.24:</u>	Apply a combination of complex movement patterns in a game setting.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.26:</u>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. Remarks/Examples An example is placing a shot in an open area away from opponent.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Course: Recreational Activities- 1502470

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4093>

BASIC INFORMATION

Course Number:	1502470
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Fitness, Recreational Activities, REC, Recreational, Activities
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: General
Course Title:	Recreational Activities
Course Abbreviated Title:	REC
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending

STANDARDS (25)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>MAFS.912.S-MD.2.7:</u>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

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	<p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
<u>PE.912.L.3.2:</u>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<u>PE.912.L.3.3:</u>	<p>Identify a variety of activities that promote effective stress management.</p>
<u>PE.912.L.3.4:</u>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
<u>PE.912.L.3.5:</u>	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
<u>PE.912.M.1.1:</u>	<p>Demonstrate critical elements of basic skills relating to aquatics.</p> <p>Remarks/Examples</p> <p>Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
<u>PE.912.M.1.15:</u>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p>
<u>PE.912.M.1.28:</u>	<p>Apply strategies and tactics in a variety of outdoor pursuits.</p>
<u>PE.912.M.1.31:</u>	<p>Demonstrate advanced offensive, defensive and transition strategies and tactics.</p>
<u>PE.912.M.1.32:</u>	<p>Apply sport specific skills in a variety of game settings.</p>
<u>PE.912.M.1.9:</u>	<p>Demonstrate complex skills and advanced rhythmic movements in dance.</p> <p>Remarks/Examples</p> <p>Some examples are line, hip-hop, country and folk.</p>

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<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.3:</u>	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples</p> <p>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<u>PE.912.R.5.4:</u>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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	<p>participating in a variety of physical activities.</p> <p>Remarks/Examples</p>
	<p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.5:</u></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><u>PE.912.R.6.3:</u></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Self Defense Activities- 1502460

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/5031>

BASIC INFORMATION

Course Number:	1502460
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Individual and Dual, Self Defense Activities, SELF DEFENSE
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Individual and Dual
Course Title:	Self Defense Activities
Course Abbreviated Title:	SELF DEFENSE
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (20)

<u>LAFS.910.L.3.6:</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or
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	expression.
<u>LAFS.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>MAFS.912.S-MD.2.7:</u>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<u>PE.912.C.2.20:</u>	Identify appropriate methods to resolve physical conflict.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.

The alphanumeric coding scheme has changed –
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<p><u>PE.912.M.1.12:</u></p>	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Remarks/Examples</p> <p>An example is performing plyometrics.</p>
<p><u>PE.912.M.1.15:</u></p>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p>
<p><u>PE.912.M.1.16:</u></p>	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths. Remarks/Examples</p> <p>Some examples of training principles are overload, specificity and progression.</p>
<p><u>PE.912.M.1.19:</u></p>	<p>Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.</p>
<p><u>PE.912.M.1.20:</u></p>	<p>Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.</p>
<p><u>PE.912.M.1.29:</u></p>	<p>Demonstrate proficiency in self-defense movement skills.</p>
<p><u>PE.912.M.1.30:</u></p>	<p>Combine and apply movement patterns from simple to complex.</p>
<p><u>PE.912.M.1.5:</u></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p><u>PE.912.R.5.1:</u></p>	<p>Describe ways to act independently of peer pressure during physical activities.</p>
<p><u>PE.912.R.5.3:</u></p>	<p>Demonstrate sportsmanship during game situations. Remarks/Examples</p> <p>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.4:</u></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples</p>

The alphanumeric coding scheme has changed –
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Course: Soccer- 1503320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4094>

BASIC INFORMATION

Course Number:	1503320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Soccer, Team, SOCCER
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Physical Education SubSubject: Team
Course Title:	Soccer
Course Abbreviated Title:	SOCCER
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (31)

<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that
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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.20:</u></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><u>PE.912.C.2.21:</u></p>	<p>Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.</p>
<p><u>PE.912.C.2.22:</u></p>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>

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<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<u>PE.912.C.2.24:</u>	Analyze the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Remarks/Examples Some examples of precautions are hydration and appropriate attire.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.10:</u>	Apply sport specific skills in simulation and in real-life applications. Remarks/Examples An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.

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<u>PE.912.M.1.24:</u>	Apply a combination of complex movement patterns in a game setting.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.26:</u>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. Remarks/Examples An example is placing a shot in an open area away from opponent.
<u>PE.912.M.1.30:</u>	Combine and apply movement patterns from simple to complex.
<u>PE.912.M.1.31:</u>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.

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<p><u>PE.912.R.5.4:</u></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.5:</u></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><u>PE.912.R.6.3:</u></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>

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	<p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><u>PE.912.R.5.5:</u></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><u>PE.912.R.6.2:</u></p>	<p>Analyze physical activities from which benefits can be derived. Remarks/Examples</p> <p>Some examples of potential benefits are physical, mental, emotional and social.</p>

The alphanumeric coding scheme has changed –
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Softball- 1503330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4095>

BASIC INFORMATION

Course Number:	1503330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Softball, Team, SOFTBALL
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: Team</p>
Course Title:	Softball
Course Abbreviated Title:	SOFTBALL
Course length:	Semester (S)
Status:	Draft - Board Approval Pending

STANDARDS (32)

<u>LAFS.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>
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 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>MAFS.912.S-ID.1.2:</u></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><u>PE.912.C.2.20:</u></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><u>PE.912.C.2.21:</u></p>	<p>Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.</p>
<p><u>PE.912.C.2.22:</u></p>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p>Remarks/Examples</p> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<p><u>PE.912.C.2.23:</u></p>	<p>Apply appropriate technology and analyze data to evaluate,</p>

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 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	monitor and/or improve performance.
<u>PE.912.C.2.24:</u>	Analyze the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.26:</u>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<u>PE.912.C.2.28:</u>	Interpret and apply the rules associated with specific course activities.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Remarks/Examples Some examples of precautions are hydration and appropriate attire.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.M.1.10:</u>	Apply sport specific skills in simulation and in real-life applications. Remarks/Examples An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.

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<u>PE.912.M.1.23:</u>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<u>PE.912.M.1.24:</u>	Apply a combination of complex movement patterns in a game setting.
<u>PE.912.M.1.25:</u>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<u>PE.912.M.1.26:</u>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. Remarks/Examples An example is placing a shot in an open area away from opponent.
<u>PE.912.M.1.30:</u>	Combine and apply movement patterns from simple to complex.
<u>PE.912.M.1.31:</u>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<u>PE.912.M.1.32:</u>	Apply sport specific skills in a variety of game settings.
<u>PE.912.M.1.33:</u>	Practice complex motor activities in order to improve performance.
<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to specific course activities. Remarks/Examples Some examples are balance, force and leverage.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<u>PE.912.M.1.5:</u>	Apply strategies for self improvement based on individual strengths and needs.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory

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	and defeat.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.

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