

# Curriculum Map & Pacing Guide

HOPE Variation # 1506320



**Revised- February 2017**

Curriculum Maps and Pacing Guides will be reviewed and revised annually as needed.



## HOPE variation – Course Code 1506320

**Text: Health Opportunities through Physical Education- Human Kinetics**

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Unit(s)</b>	<b>1.Intro to HOPE</b> <b>2.Understanding Health and Wellness</b> <b>3.Benefits of Physical Activity and Evaluating your fitness</b>	<b>1. Nutrition</b> <b>2.Improving your fitness level (cardio, muscle, flexibility, body fat, safety)</b>	<b>1.Healthy relationships (preventing violence)</b> <b>2. Diseases and seeking care</b> <b>3.Tobacco, Alcohol, Drugs</b> <b>4. Fitness and Nutrition planning</b>	<b>1.Managing stress</b> <b>2. Mental and Emotional Problems</b> <b>3. Medicines and Drugs</b> <b>4. Safety and first aid</b> <b>5. Evaluating Fitness</b>
<b>Big Idea(s) throughout the year</b>	<b>Stand M-Movement Competency</b>	<b>Strand C- Cognitive Abilities</b>	<b>Strand L- Lifetime Fitness</b>	<b>Strand R- Responsible Behaviors and Values</b>
<b>Learning Goal(s)</b>	<b>Intro to HOPE</b> Understand the terms, “dress out” & gym rules & procedures.  <b>Understanding Health and Wellness</b> Define health and wellness, describe the 5 components of health and wellness, describe 5 types of determinants that	<b>Nutrition</b> Name the three classes of nutrients that supply your body with energy.  Explain how the body obtains energy from foods.  Describe the roles that carbohydrates, fats, and proteins play in your body.	<b>Healthy Relationships (violence prevention).</b> Describe skills that contribute to effective communication.  Distinguish different types and importance of friendships.  Describe problems that occur in relationships.	<b>Managing Stress</b> Explain how the body responds to stress including the positive and negative aspects of stress.  Understand how different people can react differently to the same stressor.  <b>Mental and Emotional Problems</b>



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<p>influence health and wellness, explain which determinants we have control over and describe the 5 benefits of a healthy lifestyle.</p> <p><b>Benefits of Physical Activity and Evaluating Your Fitness</b></p> <p>Identify reasons why fitness is important and benefits of regular physical activity.</p> <p>The student will self- assess individual fitness level.</p> <p>The student will work to improve cardiorespiratory fitness using heart rate checks.</p> <p>Perform at least three different activities that achieve target heart rate.</p> <p>Identify reasons why fitness is important, describe the benefits of participating in a regular fitness program and describe safe methods of exercise.</p>	<p>Identify the two main classes of vitamins.</p> <p>List seven minerals your body needs in significant amounts.</p> <p>Explain why water is so important to your body.</p> <p>Explain how the Dietary Guidelines for Americans can help you plan a healthful diet.</p> <p>Summarize the recommendations in the MyPlate plan.</p> <p><b>Improving Your Fitness Level</b></p> <p>List five safety considerations related to physical activity.</p> <p>Name and describe the three principles of exercise.</p> <p>Describe the four parts of the FITT formula and discuss how they relate to threshold of training, target ceiling, and fitness target zone.</p>	<p>Describe the cycle of dating violence including risk factors.</p> <p>Describe effective ways to reduce bullying, hazing, sexual harassment, and hate violence.</p> <p>Explain how anger and a desire for revenge can lead to fights.</p> <p>Describe approaches for resolving conflicts.</p> <p>Describe and give examples for assertive, passive and aggressive communication in terms of conflict resolution.</p> <p><b>Diseases and seeking care</b></p> <p>Understand what infectious diseases are, their causes, and how to protect yourself from them.</p> <p>Identify and describe the most common chronic diseases and the consequences they cause in our society.</p> <p>Define disability, identify common types of disabilities, and</p>	<p>Identify factors that contribute to emotional wellness.</p> <p>Explain the importance of emotional health, and how spiritual health relates to emotional health and wellness.</p> <p>Identify and describe common mental disorders.</p> <p>Recognize the stages of coping with death and dying and know what to do if someone exhibits them.</p> <p>Explain three treatment options for mental disorders.</p> <p><b>Medicines and Drugs</b></p> <p>Name examples of illicit drugs and identify the risks associated with each one.</p> <p>Identify the three types of prescription drugs most commonly abused and explain the risks associated with the misuse.</p> <p><b>Safety and First Aid</b></p>
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	<p>Determine how much fitness is enough.</p> <p>Participation in fitness activities improves fitness.</p> <p>Describe various types of moderate physical activity and several methods to self-monitor those activities.</p>	<p>Describe the five types of physical activity included in the Physical Activity Pyramid.</p>	<p>differentiate between a disability and a handicap.</p> <p><b>Tobacco, Alcohol, Drugs</b></p> <p>Describe how alcohol acts as a depressant in the body.</p> <p>Identify factors that influence underage drinking.</p> <p>Summarize the effects of intoxication on the body systems.</p> <p>List factors that affect blood alcohol concentration.</p> <p>Identify ways that intoxication may lead to death.</p> <p>Identify the serious physical effects of long-term alcohol abuse including the three stages of alcoholism.</p> <p>Describe the various forms of tobacco products.</p> <p>Identify two other dangerous substances in tobacco smoke.</p>	<p>Identify the major causes of unintentional injury in youth. Explain four ways to reduce the risk of being in an automobile crash.</p> <p>The student will be able to identify the major types of intentional injury and explain the steps you can take to avoid becoming a victim.</p> <p>Describe the three basic emergency action steps for administering CPR. Explain basic first aid procedures for common emergency scenarios.</p> <p>Identify the signs of sudden illness that might require medical attention.</p> <p><b>Evaluating Fitness</b></p> <p>The student will self- assess end of the year fitness level.</p> <p>The student will be able to perform at least three different activities that achieve target heart rate.</p> <p>The student will be able to apply strategies for self- improvement</p>
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			<p>Explain how nicotine affects the body and the long-term health risks of tobacco use.</p> <p>Identify the long-term risks of exposure to secondhand smoke.</p> <p>Describe the benefits of quitting tobacco use.</p> <p>Evaluate how family, friends, and personal factors can influence an individual's decisions about drugs.</p> <p>Compare the effects of depressants, stimulants and hallucinogens on the body.</p> <p>Describe the effects of marijuana.</p> <p>Identify three treatment options for people who abuse drugs.</p> <p>Identify steps you can take to stay drug free.</p> <p><b>Fitness Planning</b></p> <p>Compare scores for healthy fitness zones and areas that need improvement for each fitness test</p>	<p>based on individual strengths and needs.</p>
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			<p>(push- ups, curl ups, PACER and mile run).</p> <p>Determine how body fat % affects body composition and overall fitness components.</p> <p>Develop a fitness plan to improve each component.</p> <p>Understand the importance of maintaining a healthy fitness level for each component of fitness for a lifetime.</p> <p><b>Nutrition Planning</b></p> <p>Summarize three main reasons why you eat.</p> <p>Analyze the information contained on food labels.</p> <p>Examine how heredity, activity level, and body composition influence a person’s weight.</p> <p>Calculate your body mass index.</p>	
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			<p>Identify health problems associated with being overweight and underweight.</p> <p>Summarize strategies for losing or gaining weight.</p> <p>Examine how diabetics, vegetarians, people with food sensitivities, and athletes can meet their nutritional needs.</p>	
<b>Instruction Resources</b>	<p>HOPE Textbook Chapters 1-6 Fitnessgram Charlotte County Fitness Assessment Chart</p>	<p>HOPE Textbook Chapter 7-12 Body Fat Composition Scale Fitnessgram Charlotte County Fitness Assessment Chart</p>	<p>HOPE Textbook Chapters 23, 31 and 32 Charlotte County Health Department “Choosing the Best Journey” abstinence and making good choices Hanley Center- Alcohol Literacy Campaign Fitnessgram Charlotte County Fitness Assessment Chart</p>	<p>HOPE Textbook Chapters 27, 33 and 34 Drug Free Charlotte County Fitnessgram Charlotte County Fitness Assessment Chart</p>
<b>Assessment</b>	<p>Unit test Initial Fitness Assessments (push-ups, sit ups, mile run, PACER test, sit and reach)</p>	<p>Unit test Initial Fitness Assessments (push-ups, sit ups, mile run, PACER test, sit and reach)</p>	<p>Unit test Initial Fitness Assessments (push-ups, sit ups, mile run, PACER test, sit and reach)</p>	<p>Unit test Initial Fitness Assessments (push-ups, sit ups, mile run, PACER test, sit and reach)</p>



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<p><b>Next Generation Sunshine State Standards (NGSSS)</b></p>	<p><a href="#">PE.912.C.2.6</a>: Compare and contrast the health-related benefits of various physical activities.</p> <p><a href="#">PE.912.C.2.7</a>: Evaluate the effectiveness of specific warm-up and cool-down activities.</p> <p><a href="#">PE.912.C.2.12</a>: Compare and contrast aerobic versus anaerobic activities.</p> <p><a href="#">PE.912.C.2.22</a>: Explain the skill-related components of fitness and how they enhance performance levels</p>	<p><a href="#">PE.912.C.2.11</a>: Explain how each of the health-related components of fitness are improved through the application of training principles.</p> <p><a href="#">PE.912.C.2.12</a>: Compare and contrast aerobic versus anaerobic activities.</p> <p><a href="#">PE.912.C.2.13</a>: Document food intake, calories consumed and energy expended through physical activity and analyze the results.</p> <p><a href="#">PE.912.L.4.6</a>: Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p>	<p><a href="#">PE.912.L.4.1</a>: Design a personal fitness program.</p> <p><a href="#">PE.912.L.4.6</a>: Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <p><a href="#">PE.912.L.4.7</a>: Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p> <p><a href="#">PE.912.M.1.13</a>: Perform a student- designed cardiorespiratory enhancing workout. Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><a href="#">HE.912.C.1.4</a>: Propose strategies to reduce or prevent injuries and health problems.</p> <p><a href="#">HE.912.C.1.5</a>: Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p><a href="#">HE.912.C.1.8</a>: Assess the degree of susceptibility to injury, illness,</p>	<p><a href="#">PE.912.C.2.18</a>: Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p><a href="#">PE.912.L.4.1</a>: Design a personal fitness program.</p> <p><a href="#">PE.912.L.4.7</a>: Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p> <p><a href="#">PE.912.M.1.13</a>: Perform a student- designed cardiorespiratory enhancing workout. Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><a href="#">PE.912.R.6.3</a>: Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><a href="#">HE.912.C.1.2</a>: Propose strategies to reduce or prevent injuries and health problems.</p> <p><a href="#">HE.912.C.1.4</a>: Propose strategies to reduce or prevent injuries and health problems.</p> <p><a href="#">HE.912.C.1.5</a>: Analyze strategies for prevention, detection, and</p>
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			<p>or death if engaging in unhealthy/risky behaviors.</p> <p><a href="#">HE.912.C.2.2:</a> Compare how peers influence healthy and unhealthy behaviors.</p> <p><a href="#">HE.912.C.2.4:</a> Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><a href="#">HE.912.C.2.5:</a> Evaluate the effect of media on personal and family health.</p> <p><a href="#">HE.912.C.2.6:</a> Evaluate the impact of technology on personal, family, and community health.</p> <p><a href="#">HE.912.C.2.8:</a> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><a href="#">HE.912.C.2.9:</a> Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><a href="#">HE.912.P.7.1:</a> Analyze the role of individual responsibility in enhancing health.</p> <p><a href="#">HE.912.P.7.2:</a> Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p>	<p>treatment of communicable and chronic diseases.</p> <p><a href="#">HE.912.C.1.8:</a> Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p><a href="#">HE.912.C.2.2:</a> Compare how peers influence healthy and unhealthy behaviors.</p> <p><a href="#">HE.912.C.2.5:</a> Evaluate the effect of media on personal and family health.</p> <p><a href="#">HE.912.C.2.6:</a> Evaluate the impact of technology on personal, family, and community health.</p> <p><a href="#">HE.912.C.2.8:</a> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><a href="#">HE.912.C.2.9:</a> Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><a href="#">HE.912.P.7.1:</a> Analyze the role of individual responsibility in enhancing health.</p> <p><a href="#">HE.912.P.7.2:</a> Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p>
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				<p><a href="#">HE.912.P.8.3:</a> Work cooperatively as an advocate for improving personal, family, and community health.</p>
<p><b>Year- long NGSS/ ELD/ ELA and Math Florida Standards</b></p>	<p><a href="#">PE.912.C.2.8:</a> Differentiate between the three different types of heat illnesses associated with fluid loss.</p> <p><a href="#">PE.912.C.2.9:</a> Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions</p> <p><a href="#">PE.912.C.2.10:</a> Analyze long-term benefits of regularly participating in physical activity.</p> <p><a href="#">PE.912.C.2.14:</a> Compare and contrast the skill-related components of fitness used in various physical activities.</p> <p><a href="#">PE.912.C.2.15:</a> Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.</p> <p><a href="#">PE.912.C.2.16:</a> Explain the methods of monitoring levels of intensity during aerobic activity.</p>	<p><a href="#">PE.912.L.3.1:</a> 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><a href="#">PE.912.L.3.1:</a> Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p><a href="#">PE.912.L.3.2:</a> Participate in a variety of activities that promote the health-related components of fitness.</p> <p><a href="#">PE.912.L.3.4:</a> Identify the in-school opportunities for participation in a variety of physical activities.</p> <p><a href="#">PE.912.L.3.5:</a> Identify the community opportunities for participation in a variety of physical activities.</p> <p><a href="#">PE.912.L.3.6:</a> Identify risks and safety factors that may affect physical activity throughout life.</p>	<p><a href="#">PE.912.M.1.15:</a> Select and apply sport/activity specific warm-up and cool-down techniques.</p> <p><a href="#">PE.912.M.1.16:</a> Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p><a href="#">PE.912.M.1.19:</a> Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.</p> <p><a href="#">PE.912.M.1.33:</a> Practice complex motor activities in order to improve performance.</p> <p><a href="#">PE.912.M.1.34:</a> Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><a href="#">PE.912.M.1.35:</a> Select proper equipment and apply all appropriate safety procedures necessary for participation.</p> <p><a href="#">PE.912.R.5.2:</a> Develop strategies for including persons of diverse</p>	<p><a href="#">HE.912.C.1.7:</a> Analyze how heredity and family history can impact personal health.</p> <p><a href="#">HE.912.C.2.1:</a> Analyze how the family influences the health of individuals.</p> <p><a href="#">HE.912.C.2.3:</a> Assess how the school and community can affect personal health practice and behaviors.</p> <p><a href="#">HE.912.C.2.7:</a> Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p><a href="#">HE.912.P.8.1:</a> Demonstrate how to influence and support others in making positive health choices.</p> <p><a href="#">LAFS.910.L.3.6:</a> 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</p>



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	<p><a href="#">PE.912.C.2.17</a>: Assess physiological effects of exercise during and after physical activity.</p> <p><a href="#">PE.912.C.2.23</a>: Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p> <p><a href="#">PE.912.C.2.25</a>: Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p> <p><a href="#">PE.912.C.2.27</a>: Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p>	<p><a href="#">PE.912.L.4.2</a>: Identify ways to self-assess and modify a personal fitness program.</p> <p><a href="#">PE.912.L.4.3</a>: Identify strategies for setting goals when developing a personal fitness program.</p> <p><a href="#">PE.912.L.4.4</a>: Use available technology to assess, design and evaluate a personal fitness program.</p> <p><a href="#">PE.912.L.4.5</a>: Apply the principles of training to personal fitness goals.</p> <p><a href="#">PE.912.M.1.12</a>: Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <p><a href="#">PE.912.M.1.14</a>: Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p>	<p>backgrounds and abilities while participating in a variety of physical activities.</p> <p><a href="#">PE.912.R.5.3</a>: Demonstrate sportsmanship during game situations.</p> <p><a href="#">PE.912.R.5.4</a>: Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><a href="#">PE.912.R.5.5</a>: Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> <p><a href="#">PE.912.R.6.1</a>: 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.</p> <p><a href="#">PE.912.R.6.2</a>: Analyze physical activities from which benefits can be derived.</p>	<p>important to comprehension or expression.</p> <p><a href="#">LAFS.910.RL.2.4</a>: 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).</p> <p><a href="#">LAFS.910.SL.1.1</a>: 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,</p>
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				<p>well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and alternate views), clear goals and deadlines, and individual roles as needed.</li><li>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.</li></ul> <p>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>
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				<p><a href="#">MAFS.912.S-ID.1.2</a>: 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><a href="#">ELD.K12.ELL.SI.1</a>: English language learners communicate for social and instructional purposes within the school setting.</p>
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# HOPE-Physical Education

## Variation (#1506320) 2022 - And Beyond (current)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

### Course Standards

Name	Description
<a href="#">PE.912.C.2.6:</a>	Compare and contrast the health-related benefits of various physical activities.
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.8:</a>	Differentiate between the three different types of heat illnesses associated with fluid loss.
<a href="#">PE.912.C.2.9:</a>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.11:</a>	Explain how each of the health-related components of fitness are improved through the application of training principles.
<a href="#">PE.912.C.2.12:</a>	Compare and contrast aerobic versus anaerobic activities.
<a href="#">PE.912.C.2.13:</a>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<a href="#">PE.912.C.2.14:</a>	Compare and contrast the skill-related components of fitness used in various physical activities.
<a href="#">PE.912.C.2.15:</a>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<a href="#">PE.912.C.2.16:</a>	Explain the methods of monitoring levels of intensity during aerobic activity.
<a href="#">PE.912.C.2.17:</a>	Assess physiological effects of exercise during and after physical activity.
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<a href="#">PE.912.C.2.22:</a>	Explain the skill-related components of fitness and how they enhance performance levels.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.27:</a>	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
<a href="#">PE.912.L.3.1:</a>	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.
<a href="#">PE.912.L.3.2:</a>	Participate in a variety of activities that promote the health-related components of fitness.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.1:</a>	Design a personal fitness program.
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.3:</a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.5:</a>	Apply the principles of training to personal fitness goals.
<a href="#">PE.912.L.4.6:</a>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.M.1.12:</a>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
<a href="#">PE.912.M.1.14:</a>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
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<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.

<a href="#">PE.912.M.1.34:</a>	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<a href="#">PE.912.R.5.3:</a>	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.4:</a>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	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.
<a href="#">PE.912.R.6.2:</a>	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">HE.912.C.1.2:</a>	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
<a href="#">HE.912.C.1.4:</a>	Propose strategies to reduce or prevent injuries and health problems.
<a href="#">HE.912.C.1.5:</a>	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
<a href="#">HE.912.C.1.7:</a>	Analyze how heredity and family history can impact personal health.
<a href="#">HE.912.C.1.8:</a>	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
<a href="#">HE.912.C.2.1:</a>	Analyze how the family influences the health of individuals.
<a href="#">HE.912.C.2.2:</a>	Compare how peers influence healthy and unhealthy behaviors.
<a href="#">HE.912.C.2.3:</a>	Assess how the school and community can affect personal health practice and behaviors.
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
<a href="#">HE.912.C.2.5:</a>	Evaluate the effect of media on personal and family health.
<a href="#">HE.912.C.2.6:</a>	Evaluate the impact of technology on personal, family, and community health.
<a href="#">HE.912.C.2.7:</a>	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
<a href="#">HE.912.C.2.8:</a>	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
<a href="#">HE.912.C.2.9:</a>	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.



<a href="#">HE.912.P.7.1:</a>	Analyze the role of individual responsibility in enhancing health.
<a href="#">HE.912.P.7.2:</a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
<a href="#">HE.912.P.8.1:</a>	Demonstrate how to influence and support others in making positive health choices.
<a href="#">HE.912.P.8.3:</a>	Work cooperatively as an advocate for improving personal, family, and community health.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

[MA.K12.MTR.2.1:](#)

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

[MA.K12.MTR.5.1:](#)

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	<p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p><a href="#">ELA.K12.EE.2.1:</a></p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
<p><a href="#">ELA.K12.EE.3.1:</a></p>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p><a href="#">ELA.K12.EE.4.1:</a></p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p><a href="#">ELA.K12.EE.5.1:</a></p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>

<p><a href="#">ELA.K12.EE.6.1:</a></p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p><a href="#">ELD.K12.ELL.SI.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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 application of the knowledge. A majority of class time should be spent in physical activity.

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:

- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

[https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

**General Information**

**Course Number:** 1506320

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9  
to 12 and Adult Education Courses >  
**Subject:** Physical Education > **SubSubject:**  
Wellness Education >

**Abbreviated Title:** HOPE-PE V

**Course Attributes:**

- Florida Standards Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Physical  
Education

**Educator Certifications**

[Physical Education \(Grades 6-12\)](#)

[Physical Education \(Elementary and Secondary Grades K-12\)](#)



**There are more than 969 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:**

**[https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21151](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21151)**