

## Physical Education

Effective November 2021  
Rule 6A-1.09412, F.A.C.

# Elementary Adaptive Physical Education IEP or 504 Plan (#5015000) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.K.C.2.1:	Recognize locomotor skills. <b>Clarifications:</b> Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures. <b>Clarifications:</b> An example would be to put equipment away when not in use in order to keep the physical activity area safe.
PE.K.C.2.4:	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. <b>Clarifications:</b> An example of a danger is entering the water when there is not an adult present.
PE.K.C.2.7:	Identify personal and general space.
PE.K.C.2.8:	Recognize movement concepts. <b>Clarifications:</b> Some examples of movement concepts are directions, pathways and levels.
PE.K.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.K.L.3.6:	Identify the benefits of participating in physical activity.
PE.K.L.3.7:	Verbally state the search used before crossing a roadway.
PE.K.L.4.1:	Identify the location of muscles that help the body perform specific physical activities.
PE.K.L.4.2:	Identify that the heart beats faster during more intense physical activity.
PE.K.L.4.3:	Identify activities that increase breathing and heart rate.
PE.K.L.4.5:	Identify a benefit of flexibility.
PE.K.L.4.6:	Differentiate between healthy and unhealthy food choices.
PE.K.M.1.1:	Use a variety of locomotor skills to travel in personal and general space. <b>Clarifications:</b> Some examples of locomotor skills are running, galloping and skipping.
PE.K.M.1.3:	Balance a lightweight object on a paddle/racket while moving.
PE.K.M.1.5:	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.7:	Catch a variety of self-tossed objects.
PE.K.M.1.8:	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.
PE.K.R.5.3:	Identify ways to treat others with respect during physical activity.
PE.K.R.6.1:	Identify physical activities that are enjoyable.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
MAFS.K.G.1.1:	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .

## General Course Information and Notes

### GENERAL NOTES

#### 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:

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## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 5015000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** E ADAP PE IEP/504

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5

# Elementary Adaptive Physical Education IEP or 504 Plan (#5015000) 2022 - And Beyond

## Course Standards

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PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>

MA.K12.MTR.2.1:

- 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:

- 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.

MA.K12.MTR.5.1:

**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

MA.K12.MTR.7.1:	<p>efficiency.</p> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:

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## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 5015000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** E ADAP PE IEP/504

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** State Board Approved

**Grade Level(s):** K,1,2,3,4,5

# Physical Education - Grade Kindergarten (#5015020) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.K.C.2.1:	Recognize locomotor skills. <b>Clarifications:</b> Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures. <b>Clarifications:</b> An example would be to put equipment away when not in use in order to keep the physical activity area safe.
PE.K.C.2.3:	Recognize technology can be utilized during physical activity. <b>Clarifications:</b> Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.
PE.K.C.2.4:	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. <b>Clarifications:</b> An example of a danger is entering the water when there is not an adult present.
PE.K.C.2.5:	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. <b>Clarifications:</b> A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.
PE.K.C.2.6:	Recite cues for a variety of movement patterns and skills. <b>Clarifications:</b> Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.
PE.K.C.2.7:	Identify personal and general space.
PE.K.C.2.8:	Recognize movement concepts. <b>Clarifications:</b> Some examples of movement concepts are directions, pathways and levels.
PE.K.L.3.1:	Identify a moderate physical activity.
PE.K.L.3.2:	Identify a vigorous physical activity.
PE.K.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.K.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.K.L.3.5:	Describe physical-activity goal-setting.
PE.K.L.3.6:	Identify the benefits of participating in physical activity.
PE.K.L.3.7:	Verbally state the search used before crossing a roadway.
PE.K.L.4.1:	Identify the location of muscles that help the body perform specific physical activities.
PE.K.L.4.2:	Identify that the heart beats faster during more intense physical activity.
PE.K.L.4.3:	Identify activities that increase breathing and heart rate.
PE.K.L.4.4:	Identify a physiological sign of participating in physical activity.
PE.K.L.4.5:	Identify a benefit of flexibility.
PE.K.L.4.6:	Differentiate between healthy and unhealthy food choices.
PE.K.M.1.1:	Use a variety of locomotor skills to travel in personal and general space. <b>Clarifications:</b> Some examples of locomotor skills are running, galloping and skipping.
PE.K.M.1.2:	Strike objects using body parts forcefully. <b>Clarifications:</b> An example is kicking a soccer ball with your foot.
PE.K.M.1.3:	Balance a lightweight object on a paddle/racket while moving.
PE.K.M.1.4:	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions. <b>Clarifications:</b> Some examples of modified, developmentally- appropriate long-handled implements are bats, hockey sticks and golf clubs.
PE.K.M.1.5:	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6:	Participate in a variety of introductory water skills. <b>Clarifications:</b> Some examples of introductory water skills are water entry, putting face in water and supported with feet off the bottom.
PE.K.M.1.7:	Catch a variety of self-tossed objects.
PE.K.M.1.8:	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9:	Throw a variety of objects forcefully using an overhand motion.



PE.K.M.1.10:	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.M.1.12:	Perform a variety of rolling actions. <b>Clarifications:</b> Some examples of rolling actions are pencil roll and forward roll.
PE.K.M.1.13:	Move in a variety of ways in relation to others. <b>Clarifications:</b> Some examples of this are chasing, fleeing and dodging.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.
PE.K.R.5.3:	Identify ways to treat others with respect during physical activity.
PE.K.R.6.1:	Identify physical activities that are enjoyable.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
HE.K.B.5.1:	Name situations when a health-related decision can be made individually or when assistance is needed. <b>Clarifications:</b> Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
HE.K.C.1.2:	Recognize the physical dimensions of health. <b>Clarifications:</b> Hygiene, exercise, eating habits, and cooperation.
HE.K.P.7.1:	Identify healthy practices and behaviors to maintain or improve personal health. <b>Clarifications:</b> Seek a safe environment, seek help, and practice universal precautions.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** PHYSICAL EDUCATION K

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** K



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PE.K.M.1.9:	Throw a variety of objects forcefully using an overhand motion.

PE.K.M.1.10:	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.M.1.12:	Perform a variety of rolling actions. <b>Clarifications:</b> Some examples of rolling actions are pencil roll and forward roll.
PE.K.M.1.13:	Move in a variety of ways in relation to others. <b>Clarifications:</b> Some examples of this are chasing, fleeing and dodging.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.
PE.K.R.5.3:	Identify ways to treat others with respect during physical activity.
PE.K.R.6.1:	Identify physical activities that are enjoyable.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	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: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

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

- 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.

MA.K12.MTR.5.1:

**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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

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.

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.

ELA.K12.EE.4.1:

	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<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.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<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.
	Name situations when a health-related decision can be made individually or when assistance is needed.
HE.K.B.5.1:	<b>Clarifications:</b> Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
	Recognize the physical dimensions of health.
HE.K.C.1.2:	<b>Clarifications:</b> Hygiene, exercise, eating habits, and cooperation.
	Identify healthy practices and behaviors to maintain or improve personal health.
HE.K.P.7.1:	<b>Clarifications:</b> Seek a safe environment, seek help, and practice universal precautions.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015020

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades PreK to 5 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >  
**Abbreviated Title:** PHYSICAL EDUCATION K  
**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** K

# Physical Education - Grade 1 (#5015030) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.1.C.2.1:	Identify the critical elements of locomotor skills. <b>Clarifications:</b> Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities. <b>Clarifications:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.1.C.2.3:	Identify technology that can be utilized to enhance physical activity. <b>Clarifications:</b> Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.
PE.1.C.2.4:	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility. <b>Clarifications:</b> An example of a rule for safe water activity would be the use of a life jacket.
PE.1.C.2.5:	Recognize the importance of practicing to improve performance. <b>Clarifications:</b> An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.
PE.1.C.2.6:	Use skill cues to improve performance. <b>Clarifications:</b> Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.
PE.1.C.2.7:	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. <b>Clarifications:</b> A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.
PE.1.C.2.8:	Identify movement concepts. <b>Clarifications:</b> Some examples of movement concepts are directions, pathways and levels.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises. <b>Clarifications:</b> An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.
PE.1.L.3.1:	Identify a moderate physical activity.
PE.1.L.3.2:	Identify a vigorous physical activity.
PE.1.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.1.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.1.L.3.5:	Set physical-activity goals.
PE.1.L.3.6:	Identify the health benefits of physical activity.
PE.1.L.3.7:	Identify edges, pedestrians, vehicles and traffic.
PE.1.L.4.1:	Identify a benefit of strengthening muscles.
PE.1.L.4.2:	Identify the components of health-related physical fitness.
PE.1.L.4.3:	Identify the changes in heart rate before, during and after physical activity.
PE.1.L.4.4:	Identify the difference in the activity of the heart during rest and while physically active.
PE.1.L.4.5:	Discuss the physiological signs of physical activity.
PE.1.L.4.6:	Identify how to properly flex and extend body parts to promote flexibility.
PE.1.L.4.7:	Identify the food groups.
PE.1.M.1.1:	Travel using various locomotor skills while changing directions, pathways and speeds.
PE.1.M.1.2:	Strike an object upward using body parts. <b>Clarifications:</b> An example is using different body parts to strike a balloon or beach ball upward.
PE.1.M.1.3:	Strike a lightweight object upward continuously using a paddle/racket.
PE.1.M.1.4:	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction. <b>Clarifications:</b> Some examples of modified, developmentally- appropriate, long-handled implements are bats, hockey sticks and golf clubs.
PE.1.M.1.5:	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6:	Demonstrate a variety of basic water skills. <b>Clarifications:</b> Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.

PE.1.M.1.7:	Move in different directions to catch a variety of self-tossed objects.
PE.1.M.1.8:	Demonstrate an underhand-throwing motion for accuracy using correct technique.
PE.1.M.1.9:	Demonstrate an overhand-throwing motion for distance using correct technique.
PE.1.M.1.10:	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
PE.1.M.1.11:	Demonstrate a sequence of a balance, a roll and a different balance.
PE.1.M.1.12:	Demonstrate the ability to take weight onto hands. <b>Clarifications:</b> Some developmentally appropriate examples are donkey kicks and hand stands.
PE.1.M.1.13:	Chase, flee and dodge to avoid or catch others.
PE.1.M.1.14:	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment. <b>Clarifications:</b> Some examples of equipment are hoops, stationary ropes and boxes.
PE.1.R.5.1:	List a benefit resulting from cooperation and sharing during physical activity.
PE.1.R.5.2:	Use physical-activity space safely and properly.
PE.1.R.5.3:	Demonstrate consideration of others while participating in physical activity.
PE.1.R.6.1:	Identify physical-activity preferences.
PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
HE.1.B.5.2:	Identify healthy options to health-related issues or problems. <b>Clarifications:</b> Wearing bike helmet, using age- appropriate restraints, and reporting danger.
HE.1.C.1.3:	Describe ways to prevent common communicable diseases. <b>Clarifications:</b> Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
HE.1.P.8.1:	Encourage others to make positive health choices. <b>Clarifications:</b> Use sunscreen, cross the street at marked areas, and select healthy foods.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
MAFS.1.OA.3.5:	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

## General Course Information and Notes

### GENERAL NOTES

#### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015030

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** PHYSICAL EDUCATION 1

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 1





# Physical Education - Grade 1 (#5015030) 2022 - And Beyond

## Course Standards

Name	Description
PE.1.C.2.1:	Identify the critical elements of locomotor skills. <b>Clarifications:</b> Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities. <b>Clarifications:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.1.C.2.3:	Identify technology that can be utilized to enhance physical activity. <b>Clarifications:</b> Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.
PE.1.C.2.4:	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility. <b>Clarifications:</b> An example of a rule for safe water activity would be the use of a life jacket.
PE.1.C.2.5:	Recognize the importance of practicing to improve performance. <b>Clarifications:</b> An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.
PE.1.C.2.6:	Use skill cues to improve performance. <b>Clarifications:</b> Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.
PE.1.C.2.7:	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. <b>Clarifications:</b> A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.
PE.1.C.2.8:	Identify movement concepts. <b>Clarifications:</b> Some examples of movement concepts are directions, pathways and levels.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises. <b>Clarifications:</b> An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.
PE.1.L.3.1:	Identify a moderate physical activity.
PE.1.L.3.2:	Identify a vigorous physical activity.
PE.1.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.1.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.1.L.3.5:	Set physical-activity goals.
PE.1.L.3.6:	Identify the health benefits of physical activity.
PE.1.L.3.7:	Identify edges, pedestrians, vehicles and traffic.
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PE.1.L.4.2:	Identify the components of health-related physical fitness.
PE.1.L.4.3:	Identify the changes in heart rate before, during and after physical activity.
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PE.1.L.4.5:	Discuss the physiological signs of physical activity.
PE.1.L.4.6:	Identify how to properly flex and extend body parts to promote flexibility.
PE.1.L.4.7:	Identify the food groups.
PE.1.M.1.1:	Travel using various locomotor skills while changing directions, pathways and speeds.
PE.1.M.1.2:	Strike an object upward using body parts. <b>Clarifications:</b> An example is using different body parts to strike a balloon or beach ball upward.
PE.1.M.1.3:	Strike a lightweight object upward continuously using a paddle/racket.
PE.1.M.1.4:	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction. <b>Clarifications:</b> Some examples of modified, developmentally- appropriate, long-handled implements are bats, hockey sticks and golf clubs.
PE.1.M.1.5:	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6:	Demonstrate a variety of basic water skills. <b>Clarifications:</b> Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.

PE.1.M.1.7:	Move in different directions to catch a variety of self-tossed objects.
PE.1.M.1.8:	Demonstrate an underhand-throwing motion for accuracy using correct technique.
PE.1.M.1.9:	Demonstrate an overhand-throwing motion for distance using correct technique.
PE.1.M.1.10:	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
PE.1.M.1.11:	Demonstrate a sequence of a balance, a roll and a different balance.
PE.1.M.1.12:	Demonstrate the ability to take weight onto hands. <b>Clarifications:</b> Some developmentally appropriate examples are donkey kicks and hand stands.
PE.1.M.1.13:	Chase, flee and dodge to avoid or catch others. Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.
PE.1.M.1.14:	<b>Clarifications:</b> Some examples of equipment are hoops, stationary ropes and boxes.
PE.1.R.5.1:	List a benefit resulting from cooperation and sharing during physical activity.
PE.1.R.5.2:	Use physical-activity space safely and properly.
PE.1.R.5.3:	Demonstrate consideration of others while participating in physical activity.
PE.1.R.6.1:	Identify physical-activity preferences.
PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	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: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> 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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**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.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

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.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

ELA.K12.EE.4.1:	In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
HE.1.B.5.2:	Identify healthy options to health-related issues or problems.  <b>Clarifications:</b> Wearing bike helmet, using age- appropriate restraints, and reporting danger.
HE.1.C.1.3:	Describe ways to prevent common communicable diseases.  <b>Clarifications:</b> Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
HE.1.P.8.1:	Encourage others to make positive health choices.  <b>Clarifications:</b> Use sunscreen, cross the street at marked areas, and select healthy foods.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015030

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** PHYSICAL EDUCATION 1

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** 1



# Physical Education - Grade 2 (#5015040) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.2.C.2.1:	Describe the critical elements of locomotor skills. <b>Clarifications:</b> An example of a critical element of jumping is beginning and ending on two feet.
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities. <b>Clarifications:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.2.C.2.3:	Utilize technology to enhance experiences in physical education. <b>Clarifications:</b> Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.
PE.2.C.2.4:	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.2.5:	Explain how appropriate practice improves the performance of movement skills. <b>Clarifications:</b> An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.
PE.2.C.2.6:	Apply teacher feedback to effect change in performance. <b>Clarifications:</b> An example is a student applying teacher feedback of stepping with the opposite foot when throwing a ball in order to improve performance.
PE.2.C.2.7:	Describe movement concepts. <b>Clarifications:</b> Some examples of movement concepts are directions, pathways and levels.
PE.2.C.2.8:	Explain the importance of warm-up and cool-down activities. <b>Clarifications:</b> An example of the importance for warm-up activities is the prevention of injuries.
PE.2.C.2.9:	Define offense and defense. <b>Clarifications:</b> Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.
PE.2.L.3.1:	Identify a moderate physical activity.
PE.2.L.3.2:	Identify a vigorous physical activity.
PE.2.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.2.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.2.L.3.5:	Set and meet physical-activity goals.
PE.2.L.3.6:	Identify how opportunities for participation in physical activities change during the seasons.
PE.2.L.3.7:	Identify healthful benefits that result from regular participation in physical activity.
PE.2.L.3.8:	Identify the proper crossing sequence.
PE.2.L.4.1:	Identify how muscular strength and endurance enhances performance in physical activities.
PE.2.L.4.2:	Discuss the components of health-related physical fitness.
PE.2.L.4.3:	Identify that a stronger heart muscle can pump more blood with each beat.
PE.2.L.4.4:	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
PE.2.L.4.5:	Identify the physiological signs of moderate to vigorous physical activity.
PE.2.L.4.6:	Identify benefits of participation in informal physical fitness assessment.
PE.2.L.4.7:	Identify appropriate stretching exercises.
PE.2.L.4.8:	Categorize food into food groups.
PE.2.M.1.1:	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.2:	Strike an object continuously using body parts both upward and downward. <b>Clarifications:</b> An example of striking an object downward is dribbling a basketball.
PE.2.M.1.3:	Strike an object continuously using a paddle/racket both upward and downward.
PE.2.M.1.4:	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. <b>Clarifications:</b> Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.
PE.2.M.1.5:	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
PE.2.M.1.6:	Perform a variety of fundamental aquatics skills. <b>Clarifications:</b> Some examples of fundamental aquatics skills are prone float with flutter kick and back float recover to a standing position.
PE.2.M.1.7:	Move in different directions to catch a variety of objects softly tossed by a stationary partner.

PE.2.M.1.8:	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.
	Perform one folk or line dance accurately.
PE.2.M.1.9:	<b>Clarifications:</b> An example of a line dance is the Electric Slide.
PE.2.M.1.10:	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
	Perform at least one skill that requires the transfer of weight to hands.
PE.2.M.1.11:	<b>Clarifications:</b> Some developmentally appropriate examples are hand stands and cartwheels.
PE.2.M.1.12:	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
PE.2.R.5.1:	Identify ways to cooperate with others regardless of personal differences during physical activity.
PE.2.R.5.2:	List ways to safely handle physical-activity equipment.
PE.2.R.5.3:	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
PE.2.R.5.4:	Identify ways to successfully resolve conflicts with others.
PE.2.R.6.1:	Identify ways to use physical activity to express feeling.
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
	Describe ways to prevent childhood injuries in the home, school, and community settings.
HE.2.C.1.4:	<b>Clarifications:</b> Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
	Describe how family rules and practices influence health behaviors.
HE.2.C.2.1:	<b>Clarifications:</b> Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.
	Describe how the school and community influence health behaviors of children.
HE.2.C.2.3:	<b>Clarifications:</b> Health and safety fairs, school and community gardens, and recycling.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
MAFS.2.OA.3.3:	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015040

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades PreK to 5 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >

**Abbreviated Title:** PHYSICAL EDUCATION 2

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 2





# Physical Education - Grade 2 (#5015040) 2022 - And Beyond

## Course Standards

Name	Description
PE.2.C.2.1:	Describe the critical elements of locomotor skills. <b>Clarifications:</b> An example of a critical element of jumping is beginning and ending on two feet.
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities. <b>Clarifications:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.2.C.2.3:	Utilize technology to enhance experiences in physical education. <b>Clarifications:</b> Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.
PE.2.C.2.4:	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.2.5:	Explain how appropriate practice improves the performance of movement skills. <b>Clarifications:</b> An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.
PE.2.C.2.6:	Apply teacher feedback to effect change in performance. <b>Clarifications:</b> An example is a student applying teacher feedback of stepping with the opposite foot when throwing a ball in order to improve performance.
PE.2.C.2.7:	Describe movement concepts. <b>Clarifications:</b> Some examples of movement concepts are directions, pathways and levels.
PE.2.C.2.8:	Explain the importance of warm-up and cool-down activities. <b>Clarifications:</b> An example of the importance for warm-up activities is the prevention of injuries.
PE.2.C.2.9:	Define offense and defense. <b>Clarifications:</b> Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.
PE.2.L.3.1:	Identify a moderate physical activity.
PE.2.L.3.2:	Identify a vigorous physical activity.
PE.2.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.2.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.2.L.3.5:	Set and meet physical-activity goals.
PE.2.L.3.6:	Identify how opportunities for participation in physical activities change during the seasons.
PE.2.L.3.7:	Identify healthful benefits that result from regular participation in physical activity.
PE.2.L.3.8:	Identify the proper crossing sequence.
PE.2.L.4.1:	Identify how muscular strength and endurance enhances performance in physical activities.
PE.2.L.4.2:	Discuss the components of health-related physical fitness.
PE.2.L.4.3:	Identify that a stronger heart muscle can pump more blood with each beat.
PE.2.L.4.4:	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
PE.2.L.4.5:	Identify the physiological signs of moderate to vigorous physical activity.
PE.2.L.4.6:	Identify benefits of participation in informal physical fitness assessment.
PE.2.L.4.7:	Identify appropriate stretching exercises.
PE.2.L.4.8:	Categorize food into food groups.
PE.2.M.1.1:	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.2:	Strike an object continuously using body parts both upward and downward. <b>Clarifications:</b> An example of striking an object downward is dribbling a basketball.
PE.2.M.1.3:	Strike an object continuously using a paddle/racket both upward and downward.
PE.2.M.1.4:	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. <b>Clarifications:</b> Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.
PE.2.M.1.5:	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
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PE.2.M.1.7:	Move in different directions to catch a variety of objects softly tossed by a stationary partner.

PE.2.M.1.8:	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy. Perform one folk or line dance accurately.
PE.2.M.1.9:	<b>Clarifications:</b> An example of a line dance is the Electric Slide.
PE.2.M.1.10:	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions. Perform at least one skill that requires the transfer of weight to hands.
PE.2.M.1.11:	<b>Clarifications:</b> Some developmentally appropriate examples are hand stands and cartwheels.
PE.2.M.1.12:	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
PE.2.R.5.1:	Identify ways to cooperate with others regardless of personal differences during physical activity.
PE.2.R.5.2:	List ways to safely handle physical-activity equipment.
PE.2.R.5.3:	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
PE.2.R.5.4:	Identify ways to successfully resolve conflicts with others.
PE.2.R.6.1:	Identify ways to use physical activity to express feeling.
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>

- 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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.  
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.

ELA.K12.EE.4.1:

	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.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <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.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <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.
HE.2.C.1.4:	Describe ways to prevent childhood injuries in the home, school, and community settings. <b>Clarifications:</b> Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
HE.2.C.2.1:	Describe how family rules and practices influence health behaviors. <b>Clarifications:</b> Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.
HE.2.C.2.3:	Describe how the school and community influence health behaviors of children. <b>Clarifications:</b> Health and safety fairs, school and community gardens, and recycling.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015040

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** PHYSICAL EDUCATION 2

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** 2

# Physical Education - Grade 3 (#5015050) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.3.C.2.1:	Identify the importance of purposeful movement and its impact on quality of performance. <b>Clarifications:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities. <b>Clarifications:</b> An example of a safety procedure is wearing a helmet when riding a bicycle.
PE.3.C.2.3:	Understand that technology can be utilized to gather information about performance. <b>Clarifications:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
PE.3.C.2.4:	Identify and explain different items that can be used for assisting in a water-related emergency. <b>Clarifications:</b> Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.
PE.3.C.2.5:	Explain how appropriate practice improves performance of movement skills. <b>Clarifications:</b> An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.
PE.3.C.2.6:	Analyze peer performance and provide feedback.
PE.3.C.2.7:	Identify the reasons for warm-up and cool-down activities. <b>Clarifications:</b> Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.
PE.3.C.2.8:	Describe basic offensive and defensive tactics. <b>Clarifications:</b> An example of an offensive tactic is keeping your body between the ball and defender while dribbling.
PE.3.L.3.1:	Identify a moderate physical activity.
PE.3.L.3.2:	Identify a vigorous physical activity.
PE.3.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.3.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.3.L.3.5:	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
PE.3.L.3.6:	Identify lifestyle changes that can be made to increase the level of physical activity.
PE.3.L.3.7:	Differentiate between the correct and incorrect way to fit a bicycle helmet.
PE.3.L.4.1:	Describe how muscular strength and endurance enhances performance in physical activities.
PE.3.L.4.2:	Describe the relationship between the heart and lungs during physical activity.
PE.3.L.4.3:	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
PE.3.L.4.4:	Match physical fitness assessment events to the associated fitness component.
PE.3.L.4.5:	Identify formal and informal physical fitness assessments.
PE.3.L.4.6:	Identify ways to safely stretch major muscle groups.
PE.3.L.4.7:	Read food labels for specific nutrition facts.
PE.3.L.4.8:	Identify the principles of physical fitness.
PE.3.L.4.9:	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
PE.3.L.4.10:	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.M.1.1:	Apply locomotor skills in a variety of movement settings. <b>Clarifications:</b> Some examples of movement settings are sequences, dances and games.
PE.3.M.1.2:	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height. <b>Clarifications:</b> Some examples of striking activities are volleying, kicking and punting.
PE.3.M.1.3:	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern. Strike both moving and stationary objects using a long-handled implement.
PE.3.M.1.4:	<b>Clarifications:</b> Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.
PE.3.M.1.5:	Maintain control while dribbling with hands or feet against a defender. Demonstrate a combination of basic swim skills.
PE.3.M.1.6:	<b>Clarifications:</b> Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.
PE.3.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8:	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.

PE.3.M.1.9:	Perform a teacher-designed sequence using manipulatives. <b>Clarifications:</b> Some examples of sequences using manipulatives are tinkling poles, lummi sticks and jump ropes.
PE.3.M.1.10:	Perform one dance accurately. <b>Clarifications:</b> Some examples of dances are square, contra, step and social.
PE.3.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions. <b>Clarifications:</b> Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.
PE.3.M.1.12:	Continuously jump a self-turned rope.
PE.3.R.5.1:	List ways to work cooperatively with peers of differing skill levels.
PE.3.R.5.2:	List ways to show respect for the views of a peer from a different cultural background.
PE.3.R.5.3:	Identify ways to take responsibility for his/her own behavior.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
PE.3.R.6.2:	Describe ways to appreciate the good physical performance of others.
PE.3.R.6.3:	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
HE.3.B.5.2:	List healthy options to health-related issues or problems. <b>Clarifications:</b> Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
HE.3.B.6.1:	Select a personal health goal and track progress toward achievement. <b>Clarifications:</b> Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
HE.3.C.2.1:	Explore how family and friend's traditions and customs may influence health behaviors. <b>Clarifications:</b> Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
MAFS.3.MD.1.1:	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

## General Course Information and Notes

### GENERAL NOTES

#### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015050

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades PreK to 5 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >

**Abbreviated Title:** PHYSICAL EDUCATION 3

**Course Length:** Year (Y)

**Course Status:** Course Approved





# Physical Education - Grade 3 (#5015050) 2022 - And Beyond

## Course Standards

Name	Description
PE.3.C.2.1:	Identify the importance of purposeful movement and its impact on quality of performance. <b>Clarifications:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities. <b>Clarifications:</b> An example of a safety procedure is wearing a helmet when riding a bicycle.
PE.3.C.2.3:	Understand that technology can be utilized to gather information about performance. <b>Clarifications:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
PE.3.C.2.4:	Identify and explain different items that can be used for assisting in a water-related emergency. <b>Clarifications:</b> Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.
PE.3.C.2.5:	Explain how appropriate practice improves performance of movement skills. <b>Clarifications:</b> An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.
PE.3.C.2.6:	Analyze peer performance and provide feedback.
PE.3.C.2.7:	Identify the reasons for warm-up and cool-down activities. <b>Clarifications:</b> Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.
PE.3.C.2.8:	Describe basic offensive and defensive tactics. <b>Clarifications:</b> An example of an offensive tactic is keeping your body between the ball and defender while dribbling.
PE.3.L.3.1:	Identify a moderate physical activity.
PE.3.L.3.2:	Identify a vigorous physical activity.
PE.3.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.3.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.3.L.3.5:	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
PE.3.L.3.6:	Identify lifestyle changes that can be made to increase the level of physical activity.
PE.3.L.3.7:	Differentiate between the correct and incorrect way to fit a bicycle helmet.
PE.3.L.4.1:	Describe how muscular strength and endurance enhances performance in physical activities.
PE.3.L.4.2:	Describe the relationship between the heart and lungs during physical activity.
PE.3.L.4.3:	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
PE.3.L.4.4:	Match physical fitness assessment events to the associated fitness component.
PE.3.L.4.5:	Identify formal and informal physical fitness assessments.
PE.3.L.4.6:	Identify ways to safely stretch major muscle groups.
PE.3.L.4.7:	Read food labels for specific nutrition facts.
PE.3.L.4.8:	Identify the principles of physical fitness.
PE.3.L.4.9:	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
PE.3.L.4.10:	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.M.1.1:	Apply locomotor skills in a variety of movement settings. <b>Clarifications:</b> Some examples of movement settings are sequences, dances and games.
PE.3.M.1.2:	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height. <b>Clarifications:</b> Some examples of striking activities are volleying, kicking and punting.
PE.3.M.1.3:	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern. Strike both moving and stationary objects using a long-handled implement.
PE.3.M.1.4:	<b>Clarifications:</b> Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.
PE.3.M.1.5:	Maintain control while dribbling with hands or feet against a defender. Demonstrate a combination of basic swim skills.
PE.3.M.1.6:	<b>Clarifications:</b> Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.
PE.3.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8:	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.

PE.3.M.1.9:	<p>Perform a teacher-designed sequence using manipulatives.</p> <p><b>Clarifications:</b> Some examples of sequences using manipulatives are tinkling poles, lummi sticks and jump ropes.</p>
PE.3.M.1.10:	<p>Perform one dance accurately.</p> <p><b>Clarifications:</b> Some examples of dances are square, contra, step and social.</p>
PE.3.M.1.11:	<p>Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.</p> <p><b>Clarifications:</b> Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.</p>
PE.3.M.1.12:	Continuously jump a self-turned rope.
PE.3.R.5.1:	List ways to work cooperatively with peers of differing skill levels.
PE.3.R.5.2:	List ways to show respect for the views of a peer from a different cultural background.
PE.3.R.5.3:	Identify ways to take responsibility for his/her own behavior.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
PE.3.R.6.2:	Describe ways to appreciate the good physical performance of others.
PE.3.R.6.3:	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>

- 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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

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.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	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.  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.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<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.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<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.
	List healthy options to health-related issues or problems.
HE.3.B.5.2:	<b>Clarifications:</b> Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
	Select a personal health goal and track progress toward achievement.
HE.3.B.6.1:	<b>Clarifications:</b> Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
	Explore how family and friend's traditions and customs may influence health behaviors.
HE.3.C.2.1:	<b>Clarifications:</b> Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015050

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** PHYSICAL EDUCATION 3

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** 3



# Physical Education - Grade 4 (#5015060) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.4.C.2.1:	Understand the importance of purposeful movement in a variety of movement settings. <b>Clarifications:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. <b>Clarifications:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
PE.4.C.2.3:	Use technology to gather information about performance. <b>Clarifications:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
PE.4.C.2.4:	Understand the importance of protecting parts of the body from the harmful rays of the sun. <b>Clarifications:</b> Some examples are sunscreen and protective clothing.
PE.4.C.2.5:	Detect errors in personal movement patterns. <b>Clarifications:</b> An example of a way to detect errors in personal movement patterns is through the use of videotaping.
PE.4.C.2.6:	Compare and discuss skills/sports that use similar movement patterns. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.4.C.2.7:	Identify proper warm-up and cool-down techniques and the reasons for using them. <b>Clarifications:</b> An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.
PE.4.C.2.8:	Identify the importance of hydration before, during and after physical activity. <b>Clarifications:</b> An example of the importance of hydration is to prevent heat-related illnesses.
PE.4.C.2.9:	Identify basic offensive and defensive tactics for modified invasion and net activities. <b>Clarifications:</b> An example of an offensive tactic in tennis is hitting the ball away from the opponent.
PE.4.L.3.1:	Identify a moderate physical activity.
PE.4.L.3.2:	Identify a vigorous physical activity.
PE.4.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.4.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.4.L.3.5:	Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.3.6:	Discuss the importance of wearing a bicycle helmet.
PE.4.L.4.1:	Identify the muscles being strengthened during the performance of specific activities.
PE.4.L.4.2:	Identify several activities related to each component of physical fitness.
PE.4.L.4.3:	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
PE.4.L.4.4:	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
PE.4.L.4.5:	Identify ways to participate in formal and informal physical fitness assessment.
PE.4.L.4.6:	Identify how specific stretches increase flexibility and reduce the chance of injury.
PE.4.L.4.7:	Understand appropriate serving size.
PE.4.L.4.8:	Explain the principles of physical fitness.
PE.4.L.4.9:	Develop short- and long-term fitness goals.
PE.4.L.4.10:	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.M.1.1:	Apply movement concepts to the performance of locomotor skills in a variety of movement settings. <b>Clarifications:</b> Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.
PE.4.M.1.2:	Strike a moving object using body parts so that the object travels in the intended direction at the desired height. <b>Clarifications:</b> Some examples of activities to apply this are volleying, kicking and punting.
PE.4.M.1.3:	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern. <b>Clarifications:</b> Some examples of ways to strike continuously are against a wall and a partner-fed toss.
PE.4.M.1.4:	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction. <b>Clarifications:</b>

	Some examples of long-handled implements are golf clubs, bats and hockey sticks.
PE.4.M.1.5:	Dribble and pass to a moving partner.
PE.4.M.1.6:	Perform a variety of swim strokes. <b>Clarifications:</b> Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.
PE.4.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
PE.4.M.1.8:	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
PE.4.M.1.9:	Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. <b>Clarifications:</b> Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.
PE.4.M.1.10:	Perform two or more dances accurately. <b>Clarifications:</b> Some examples of dances are line, square, contra, folk, step and social.
PE.4.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions. <b>Clarifications:</b> Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.
PE.4.M.1.12:	Run and hurdle a succession of low- to medium-level obstacles.
PE.4.R.5.1:	Discuss the influence of individual differences on participation in physical activities.
PE.4.R.5.2:	List ways to encourage others while refraining from insulting/negative statements.
PE.4.R.5.3:	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.
PE.4.R.6.2:	Describe the connection between skill competence and enjoyment of physical activity.
PE.4.R.6.3:	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information. <b>Clarifications:</b> Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.
HE.4.C.1.2:	Identify examples of mental/emotional, physical, and social health. <b>Clarifications:</b> Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.
HE.4.C.2.6:	Explain how technology influences personal thoughts, feelings, and health behaviors. <b>Clarifications:</b> Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
MAFS.4.G.1.3:	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015060

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** PHYSICAL EDUCATION 4

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 4



# Physical Education - Grade 4 (#5015060) 2022 - And Beyond

## Course Standards

Name	Description
PE.4.C.2.1:	Understand the importance of purposeful movement in a variety of movement settings. <b>Clarifications:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. <b>Clarifications:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
PE.4.C.2.3:	Use technology to gather information about performance. <b>Clarifications:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
PE.4.C.2.4:	Understand the importance of protecting parts of the body from the harmful rays of the sun. <b>Clarifications:</b> Some examples are sunscreen and protective clothing.
PE.4.C.2.5:	Detect errors in personal movement patterns. <b>Clarifications:</b> An example of a way to detect errors in personal movement patterns is through the use of videotaping.
PE.4.C.2.6:	Compare and discuss skills/sports that use similar movement patterns. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.4.C.2.7:	Identify proper warm-up and cool-down techniques and the reasons for using them. <b>Clarifications:</b> An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.
PE.4.C.2.8:	Identify the importance of hydration before, during and after physical activity. <b>Clarifications:</b> An example of the importance of hydration is to prevent heat-related illnesses.
PE.4.C.2.9:	Identify basic offensive and defensive tactics for modified invasion and net activities. <b>Clarifications:</b> An example of an offensive tactic in tennis is hitting the ball away from the opponent.
PE.4.L.3.1:	Identify a moderate physical activity.
PE.4.L.3.2:	Identify a vigorous physical activity.
PE.4.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.4.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.4.L.3.5:	Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.3.6:	Discuss the importance of wearing a bicycle helmet.
PE.4.L.4.1:	Identify the muscles being strengthened during the performance of specific activities.
PE.4.L.4.2:	Identify several activities related to each component of physical fitness.
PE.4.L.4.3:	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
PE.4.L.4.4:	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
PE.4.L.4.5:	Identify ways to participate in formal and informal physical fitness assessment.
PE.4.L.4.6:	Identify how specific stretches increase flexibility and reduce the chance of injury.
PE.4.L.4.7:	Understand appropriate serving size.
PE.4.L.4.8:	Explain the principles of physical fitness.
PE.4.L.4.9:	Develop short- and long-term fitness goals.
PE.4.L.4.10:	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.M.1.1:	Apply movement concepts to the performance of locomotor skills in a variety of movement settings. <b>Clarifications:</b> Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.
PE.4.M.1.2:	Strike a moving object using body parts so that the object travels in the intended direction at the desired height. <b>Clarifications:</b> Some examples of activities to apply this are volleying, kicking and punting.
PE.4.M.1.3:	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern. <b>Clarifications:</b> Some examples of ways to strike continuously are against a wall and a partner-fed toss.
PE.4.M.1.4:	Strike moving and/or stationary objects with long-handed implements using correct technique so the objects travel in the intended direction. <b>Clarifications:</b>

	Some examples of long-handled implements are golf clubs, bats and hockey sticks.
PE.4.M.1.5:	Dribble and pass to a moving partner.
PE.4.M.1.6:	Perform a variety of swim strokes. <b>Clarifications:</b> Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.
PE.4.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
PE.4.M.1.8:	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
PE.4.M.1.9:	Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. <b>Clarifications:</b> Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.
PE.4.M.1.10:	Perform two or more dances accurately. <b>Clarifications:</b> Some examples of dances are line, square, contra, folk, step and social.
PE.4.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions. <b>Clarifications:</b> Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.
PE.4.M.1.12:	Run and hurdle a succession of low- to medium-level obstacles.
PE.4.R.5.1:	Discuss the influence of individual differences on participation in physical activities.
PE.4.R.5.2:	List ways to encourage others while refraining from insulting/negative statements.
PE.4.R.5.3:	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.
PE.4.R.6.2:	Describe the connection between skill competence and enjoyment of physical activity.
PE.4.R.6.3:	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	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:

MA.K12.MTR.4.1:	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>

ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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. 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. 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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
HE.4.B.3.3:	<p>Examine resources from home, school and community that provide valid health information.</p> <p><b>Clarifications:</b> Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.</p>
HE.4.C.1.2:	<p>Identify examples of mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.</p>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p><b>Clarifications:</b> Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

Course Number: 5015060

Course Path: Section: Grades PreK to 12 Education

Courses > Grade Group: Grades PreK to 5 Education

Courses > Subject: Physical Education > SubSubject:

General >

**Abbreviated Title:** PHYSICAL EDUCATION 4

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** 4

# Physical Education - Grade 5 (#5015070) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.5.C.2.1:	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. <b>Clarifications:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
PE.5.C.2.2:	Design or modify a game incorporating skills, rules and strategies.
PE.5.C.2.3:	Apply feedback gathered from the use of technology to assess and enhance performance. <b>Clarifications:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
PE.5.C.2.4:	Identify the different types of basic water-rescue techniques, using various types of items. <b>Clarifications:</b> An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.
PE.5.C.2.5:	Detect, analyze and correct errors in personal movement patterns.
PE.5.C.2.6:	Compare and contrast skills/sports that use similar movement patterns and concepts. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.5.C.2.7:	Identify basic practice and conditioning principles that enhance performance. <b>Clarifications:</b> An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.
PE.5.C.2.8:	Categorize basic offensive and defensive tactics for modified invasion and net activities. <b>Clarifications:</b> An example of an offensive tactic in basketball is keeping your body between the ball and the defender.
PE.5.L.3.1:	Identify a moderate physical activity.
PE.5.L.3.2:	Identify a vigorous physical activity.
PE.5.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.5.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.5.L.3.5:	Formulate a plan to increase the amount of time spent in physical activity.
PE.5.L.3.6:	Discuss lifestyle behaviors that can be made to increase physical activity.
PE.5.L.3.7:	Use technology to enhance regular participation in physical activities.
PE.5.L.3.8:	Discuss the importance of being visible, being predictable and communicating when cycling.
PE.5.L.4.1:	Differentiate between muscular strength and muscular endurance.
PE.5.L.4.2:	Identify activities that develop and maintain each component of physical fitness.
PE.5.L.4.3:	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
PE.5.L.4.4:	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
PE.5.L.4.5:	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.4.6:	Plan a menu for a balanced meal.
PE.5.L.4.7:	Apply the principles of physical fitness to exercise.
PE.5.L.4.8:	Evaluate progress toward short- and long-term fitness goals.
PE.5.L.4.9:	Explain how technology can assist in the pursuit of physical fitness.
PE.5.M.1.1:	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. <b>Clarifications:</b> Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.
PE.5.M.1.2:	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique. <b>Clarifications:</b> Some examples of activities to apply this are volleying, kicking and punting.
PE.5.M.1.3:	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern. Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.
PE.5.M.1.4:	<b>Clarifications:</b> Some examples of long-handled implements are golf clubs, bats and hockey sticks.
PE.5.M.1.5:	Apply dribbling skills in modified games, focusing on offensive strategies. <b>Clarifications:</b> Some examples of offensive strategies are fakes, stopping and starting, changing directions and changing speeds.
PE.5.M.1.6:	Demonstrate proficiency in one or more swim strokes. <b>Clarifications:</b> Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.

PE.5.M.1.7:	Catch a variety of objects while traveling and being defended.
PE.5.M.1.8:	Throw a leading pass overhand to a moving partner using a variety of objects.
PE.5.M.1.9:	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. <b>Clarifications:</b> Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.
PE.5.M.1.10:	Perform a variety of dances accurately. <b>Clarifications:</b> Some examples of dances are line, square, contra, folk, step and social.
PE.5.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions. <b>Clarifications:</b> Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.
PE.5.R.5.1:	Describe a benefit of working productively with a partner to improve performance.
PE.5.R.5.2:	Describe ways to utilize equipment safely during physical activities.
PE.5.R.5.3:	Describe the influence of individual differences on participation in physical activities.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
PE.5.R.6.2:	Explain the benefits of physical activity.
PE.5.R.6.3:	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.
HE.5.B.5.4:	Select a healthy option when making decisions for yourself and/or others. <b>Clarifications:</b> Report bullying, resolve conflicts, and use safety equipment.
HE.5.C.1.3:	Explain ways a safe, healthy home and school environment promote personal health. <b>Clarifications:</b> Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.
HE.5.C.1.6:	Recognize how appropriate health care can promote personal health. <b>Clarifications:</b> Having immunizations, using medication appropriately, and seeking grief/loss counseling.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
MAFS.5.G.2.3:	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015070

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** PHYSICAL EDUCATION 5

**Course Length:** Year (Y)





# Physical Education - Grade 5 (#5015070) 2022 - And Beyond

## Course Standards

Name	Description
PE.5.C.2.1:	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. <b>Clarifications:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
PE.5.C.2.2:	Design or modify a game incorporating skills, rules and strategies.
PE.5.C.2.3:	Apply feedback gathered from the use of technology to assess and enhance performance. <b>Clarifications:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
PE.5.C.2.4:	Identify the different types of basic water-rescue techniques, using various types of items. <b>Clarifications:</b> An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.
PE.5.C.2.5:	Detect, analyze and correct errors in personal movement patterns.
PE.5.C.2.6:	Compare and contrast skills/sports that use similar movement patterns and concepts. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.5.C.2.7:	Identify basic practice and conditioning principles that enhance performance. <b>Clarifications:</b> An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.
PE.5.C.2.8:	Categorize basic offensive and defensive tactics for modified invasion and net activities. <b>Clarifications:</b> An example of an offensive tactic in basketball is keeping your body between the ball and the defender.
PE.5.L.3.1:	Identify a moderate physical activity.
PE.5.L.3.2:	Identify a vigorous physical activity.
PE.5.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.5.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.5.L.3.5:	Formulate a plan to increase the amount of time spent in physical activity.
PE.5.L.3.6:	Discuss lifestyle behaviors that can be made to increase physical activity.
PE.5.L.3.7:	Use technology to enhance regular participation in physical activities.
PE.5.L.3.8:	Discuss the importance of being visible, being predictable and communicating when cycling.
PE.5.L.4.1:	Differentiate between muscular strength and muscular endurance.
PE.5.L.4.2:	Identify activities that develop and maintain each component of physical fitness.
PE.5.L.4.3:	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
PE.5.L.4.4:	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
PE.5.L.4.5:	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.4.6:	Plan a menu for a balanced meal.
PE.5.L.4.7:	Apply the principles of physical fitness to exercise.
PE.5.L.4.8:	Evaluate progress toward short- and long-term fitness goals.
PE.5.L.4.9:	Explain how technology can assist in the pursuit of physical fitness.
PE.5.M.1.1:	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. <b>Clarifications:</b> Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.
PE.5.M.1.2:	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique. <b>Clarifications:</b> Some examples of activities to apply this are volleying, kicking and punting.
PE.5.M.1.3:	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern. Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.
PE.5.M.1.4:	<b>Clarifications:</b> Some examples of long-handled implements are golf clubs, bats and hockey sticks.
PE.5.M.1.5:	Apply dribbling skills in modified games, focusing on offensive strategies. <b>Clarifications:</b> Some examples of offensive strategies are fakes, stopping and starting, changing directions and changing speeds.
PE.5.M.1.6:	Demonstrate proficiency in one or more swim strokes. <b>Clarifications:</b> Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.

PE.5.M.1.7:	Catch a variety of objects while traveling and being defended.
PE.5.M.1.8:	Throw a leading pass overhand to a moving partner using a variety of objects.
PE.5.M.1.9:	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. <b>Clarifications:</b> Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.
PE.5.M.1.10:	Perform a variety of dances accurately. <b>Clarifications:</b> Some examples of dances are line, square, contra, folk, step and social.
PE.5.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions. <b>Clarifications:</b> Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.
PE.5.R.5.1:	Describe a benefit of working productively with a partner to improve performance.
PE.5.R.5.2:	Describe ways to utilize equipment safely during physical activities.
PE.5.R.5.3:	Describe the influence of individual differences on participation in physical activities.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
PE.5.R.6.2:	Explain the benefits of physical activity.
PE.5.R.6.3:	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	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: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b>

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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**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.  
 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
 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.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
HE.5.B.5.4:	<p>Select a healthy option when making decisions for yourself and/or others.</p> <p><b>Clarifications:</b>          Report bullying, resolve conflicts, and use safety equipment.</p>
HE.5.C.1.3:	<p>Explain ways a safe, healthy home and school environment promote personal health.</p> <p><b>Clarifications:</b>          Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
HE.5.C.1.6:	<p>Recognize how appropriate health care can promote personal health.</p> <p><b>Clarifications:</b>          Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 5015070

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades PreK to 5 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >

**Abbreviated Title:** PHYSICAL EDUCATION 5

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** 5



# M/J Adaptive Physical Education IEP or 504 Plan (MC) (#1500000) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.6.C.2.2:	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.6:	Classify activities as aerobic or anaerobic.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.10:	Design and perform different group dance and rhythm sequences that incorporate equipment.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques. Use proper safety practices.
PE.6.M.1.12:	<b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. Demonstrate responsible behaviors during physical activities.
PE.6.R.5.3:	<b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures. Identify the basic rules for team sports.
PE.7.C.2.1:	<b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.2:	Identify the basic rules for outdoor pursuits/aquatics. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices. Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

## General Course Information and Notes

### VERSION DESCRIPTION

Content for students enrolled in this course should be based upon each individual students IEP or 504 Plan.

## GENERAL NOTES

### 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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1500000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
Adaptive >

**Abbreviated Title:** M/J ADAP PE IEP/504

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# M/J Adaptive Physical Education IEP or 504 Plan (MC) (#1500000) 2022 - And Beyond

## Course Standards

Name	Description
PE.6.C.2.2:	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.6:	Classify activities as aerobic or anaerobic.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.10:	Design and perform different group dance and rhythm sequences that incorporate equipment.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques. Use proper safety practices.
PE.6.M.1.12:	<b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. Demonstrate responsible behaviors during physical activities.
PE.6.R.5.3:	<b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures. Identify the basic rules for team sports.
PE.7.C.2.1:	<b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.2:	Identify the basic rules for outdoor pursuits/aquatics. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices. Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>



- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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?"

	<ul style="list-style-type: none"> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Content for students enrolled in this course should be based upon each individual students IEP or 504 Plan.

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1500000

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Physical Education > **SubSubject:**

Adaptive >

**Abbreviated Title:** M/J ADAP PE IEP/504

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8

# M/J Physical Education Transfer (#1500220) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL NOTES

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 1500220

**Course Type:** Transfer Course

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Physical Education > **SubSubject:**

Adaptive >

**Abbreviated Title:** M/J PHYS ED TRAN

**Course Length:** Not Applicable

**Course Level:** 2

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:

- 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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

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.

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.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

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

ELA.K12.EE.5.1:

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <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.

## General Course Information and Notes

### GENERAL NOTES

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

#### 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.

### GENERAL INFORMATION

**Course Number:** 1500220

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
Adaptive >

**Abbreviated Title:** M/J PHYS ED TRAN

**Course Length:** Not Applicable

**Course Level:** 2

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8

# M/J International Baccalaureate MYP Comprehensive Physical Education 1 (#1501130) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1501130

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** General >

**Abbreviated Title:** M/J IB MYP COMP PE 1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Level:** 3



# M/J International Baccalaureate MYP Comprehensive Physical Education 2 (#1501131) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1501131

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** General >

**Abbreviated Title:** M/J IB MYP COMP PE 2

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Level:** 3

# M/J International Baccalaureate MYP Comprehensive Physical Education 3 (#1501132) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1501132

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** General >

**Abbreviated Title:** M/J IB MYP COMP PE 3

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Level:** 3

# M/J International Baccalaureate MYP Physical and Health Education 1 (#1501133) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1501133

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J IB MYP PHY&HE ED1

**Course Length:** Semester (S)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# M/J International Baccalaureate MYP Physical and Health Education 2 (#1501134) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1501134

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J IB MYP PHY&HE ED2

**Course Length:** Semester (S)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# M/J International Baccalaureate MYP Physical and Health Education 3 (#1501135) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1501135

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J IB MYP PHY&HE ED3

**Course Length:** Semester (S)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# M/J Physical Education Cambridge Lower Secondary (#1501140) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information on this Cambridge course, visit <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/curriculum/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1501140

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J PE CAMB LOWERSEC

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Course Level:** 3

# M/J Fitness - Grade 6 (#1508000) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.6.C.2.1:	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.2:	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity. <b>Clarifications:</b> Some examples of types of long-term benefits are physical, cognitive and emotional.
PE.6.C.2.5:	Describe the training principles of overload, progression and specificity.
PE.6.C.2.6:	Classify activities as aerobic or anaerobic.
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.2.8:	List methods of monitoring intensity level during aerobic activity. <b>Clarifications:</b> Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.
PE.6.C.2.9:	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
PE.6.C.2.10:	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples of these are weight-loss pills, food labels and exercise equipment.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness. <b>Clarifications:</b> The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices. <b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.

PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.6.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits of participation are physical, mental, emotional and social.
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. <b>Clarifications:</b> Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.6.1:	Use various methods to measure personal health status. <b>Clarifications:</b> BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. <b>Clarifications:</b> Medical/dental checkups, resisting peer pressure, and healthy relationships.
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.68.RST.2.4:	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 6–8 texts and topics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>

## General Course Information and Notes

### VERSION DESCRIPTION

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. 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.

### GENERAL NOTES

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS



As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J FITNESS GRADE 6

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 6

# M/J Fitness - Grade 6 (#1508000) 2022 - And Beyond

## Course Standards

Name	Description
PE.6.C.2.1:	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.2:	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity. <b>Clarifications:</b> Some examples of types of long-term benefits are physical, cognitive and emotional.
PE.6.C.2.5:	Describe the training principles of overload, progression and specificity.
PE.6.C.2.6:	Classify activities as aerobic or anaerobic.
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.2.8:	List methods of monitoring intensity level during aerobic activity. <b>Clarifications:</b> Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.
PE.6.C.2.9:	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
PE.6.C.2.10:	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples of these are weight-loss pills, food labels and exercise equipment.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness. <b>Clarifications:</b> The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices. <b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.

PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.6.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits of participation are physical, mental, emotional and social.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	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: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	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:	<ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </div>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul> </div>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul> </div>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> </div>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> </div>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <div style="border: 1px solid black; padding: 5px;"> <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> </div>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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. 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> </div> <p>Use the accepted rules governing a specific format to create quality work.</p>

ELA.K.12.EE.5.1:	<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.
	Use appropriate voice and tone when speaking or writing.
ELA.K.12.EE.6.1:	<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.
	Examine the validity of health information, and determine the cost of health products, and services.
HE.6.B.3.1:	<b>Clarifications:</b> Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
	Use various methods to measure personal health status.
HE.6.B.6.1:	<b>Clarifications:</b> BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	<b>Clarifications:</b> Medical/dental checkups, resisting peer pressure, and healthy relationships.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. 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.

### GENERAL NOTES

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J FITNESS GRADE 6

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 6

# M/J Education Gymnastics/Educational Dance - Grade 6 (#1508010) 2019 - 2022 (current)

## Course Standards

Name	Description
PE.6.C.2.12:	List the components of skill-related fitness. <b>Clarifications:</b> The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.C.2.15:	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.
PE.6.C.2.16:	Evaluate the movement performance of others.
PE.6.C.2.17:	Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.
PE.6.C.2.18:	List and describe the risks and safety procedures in gymnastics and dance.
PE.6.C.2.19:	Recognize the relationship between music and dance or gymnastics skills.
PE.6.C.2.20:	Know how improvisation is used to create movements for choreography.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
PE.6.M.1.7:	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus. <b>Clarifications:</b> Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.
PE.6.M.1.8:	Perform complex dance sequences from a variety of dances accurately and with correct technique. <b>Clarifications:</b> Some examples of dances are folk, square, step and line.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.10:	Design and perform different group dance and rhythm sequences that incorporate equipment.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques. Use proper safety practices.
PE.6.M.1.12:	<b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.M.1.13:	Use technology to assess, enhance and maintain motor skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. Demonstrate responsible behaviors during physical activities.
PE.6.R.5.3:	<b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits of participation are physical, mental, emotional and social.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.

LAFS.68.RST.2.4:	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 6–8 texts and topics.
LAFS.K12.L.3.6:	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.7:	<b>Clarifications:</b> School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
MAFS.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values necessary to design and perform educational gymnastics and dance sequences in a variety of settings. "Educational" gymnastics is intended to have an emphasis on body awareness, body management, maximum participation, high success rates, and open-ended responses from students. Integrating fitness throughout the content is critical to the success of the course.

### GENERAL NOTES

#### Special Notes: Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508010

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >  
**Abbreviated Title:** M/J EDUC GYM/DNC 6  
**Course Length:** Semester (S)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8





# M/J Education Gymnastics/Educational Dance - Grade 6 (#1508010) 2022 - And Beyond

## Course Standards

Name	Description
PE.6.C.2.12:	List the components of skill-related fitness. <b>Clarifications:</b> The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.C.2.15:	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.
PE.6.C.2.16:	Evaluate the movement performance of others.
PE.6.C.2.17:	Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.
PE.6.C.2.18:	List and describe the risks and safety procedures in gymnastics and dance.
PE.6.C.2.19:	Recognize the relationship between music and dance or gymnastics skills.
PE.6.C.2.20:	Know how improvisation is used to create movements for choreography.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
PE.6.M.1.7:	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus. <b>Clarifications:</b> Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.
PE.6.M.1.8:	Perform complex dance sequences from a variety of dances accurately and with correct technique. <b>Clarifications:</b> Some examples of dances are folk, square, step and line.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.10:	Design and perform different group dance and rhythm sequences that incorporate equipment.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques. Use proper safety practices.
PE.6.M.1.12:	<b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.M.1.13:	Use technology to assess, enhance and maintain motor skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. Demonstrate responsible behaviors during physical activities.
PE.6.R.5.3:	<b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits of participation are physical, mental, emotional and social.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> <p>Assess the reasonableness of solutions.</p>

<p>MA.K12.MTR.6.1:</p>	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</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>ELA.K12.EE.4.1:</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. 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. 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>ELA.K12.EE.5.1:</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>ELA.K12.EE.6.1:</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>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p>HE.6.C.2.7:</p>	<p>Investigate cultural changes related to health beliefs and behaviors.</p> <p><b>Clarifications:</b> School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.</p>

# General Course Information and Notes

## VERSION DESCRIPTION

This course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values necessary to design and perform educational gymnastics and dance sequences in a variety of settings. "Educational" gymnastics is intended to have an emphasis on body awareness, body management, maximum participation, high success rates, and open-ended responses from students. Integrating fitness throughout the content is critical to the success of the course.

## GENERAL NOTES

### Special Notes: Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508010

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J EDUC GYM/DNC 6

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8

# M/J Team Sports - Grade 7 (#1508020) 2019 - 2022 (current)

## Course Standards

Name	Description
PE.7.C.2.1:	Identify the basic rules for team sports. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.L.3.3:	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. <b>Clarifications:</b> An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. <b>Clarifications:</b> Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. <b>Clarifications:</b> Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. <b>Clarifications:</b> Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.

LAFS.68.RST.2.4:	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 6–8 texts and topics.
MAFS.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### GENERAL NOTES

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508020

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >

**Abbreviated Title:** M/J TEAM SPORTS GRD7

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

# M/J Team Sports - Grade 7 (#1508020) 2022 - And Beyond

## Course Standards

Name	Description
PE.7.C.2.1:	Identify the basic rules for team sports. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.L.3.3:	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. <b>Clarifications:</b> An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. <b>Clarifications:</b> Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. <b>Clarifications:</b> Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>



MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**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.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

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

- 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.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
HE.7.C.2.6:	<p>Evaluate the influence of technology in locating valid health information.</p> <p><b>Clarifications:</b> Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>

## VERSION DESCRIPTION

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## GENERAL NOTES

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

### 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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508020

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J TEAM SPORTS GRD7

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved

# M/J Outdoor Pursuits/Aquatics - Grade 7 (#1508030) 2019 - 2022 (current)

## Course Standards

Name	Description
PE.7.C.2.2:	Identify the basic rules for outdoor pursuits/aquatics. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.4:	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
PE.7.C.2.5:	Identify and explain different types of safety equipment and practices relating to water activities.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.L.3.3:	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. <b>Clarifications:</b> An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. <b>Clarifications:</b> Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.4:	Demonstrate introductory outdoor pursuits skills. <b>Clarifications:</b> Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.
PE.7.M.1.5:	Perform aquatics activities to improve or maintain health-related fitness. <b>Clarifications:</b> Some examples of aquatic activities are water aerobics, water polo and survival swimming.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. <b>Clarifications:</b> Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities. Apply technology to evaluate, monitor and improve individual skill performance.
PE.7.M.1.8:	<b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.2:	<b>Clarifications:</b>

	Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.8:	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b>  Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p> </div>
LAFS.68.RST.2.4:	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 6–8 texts and topics.
MAFS.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a physically active lifestyle.

### GENERAL NOTES

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
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#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508030

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J OUTDR PRSTS GRD7

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval



# M/J Outdoor Pursuits/Aquatics - Grade 7 (#1508030) 2022 - And Beyond

## Course Standards

Name	Description
PE.7.C.2.2:	Identify the basic rules for outdoor pursuits/aquatics. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.4:	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
PE.7.C.2.5:	Identify and explain different types of safety equipment and practices relating to water activities.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.L.3.3:	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. <b>Clarifications:</b> An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. <b>Clarifications:</b> Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.4:	Demonstrate introductory outdoor pursuits skills. <b>Clarifications:</b> Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.
PE.7.M.1.5:	Perform aquatics activities to improve or maintain health-related fitness. <b>Clarifications:</b> Some examples of aquatic activities are water aerobics, water polo and survival swimming.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. <b>Clarifications:</b> Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities. Apply technology to evaluate, monitor and improve individual skill performance.
PE.7.M.1.8:	<b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.2:	<b>Clarifications:</b>

	Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>



- 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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

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.

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.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

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.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

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.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Clarifications:**

Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a physically active lifestyle.

### GENERAL NOTES

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508030

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Physical Education > **SubSubject:**

General >

**Abbreviated Title:** M/J OUTDR PRSTS GRD7

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved

# M/J Extreme/Alternative Sports - Grade 8 (#1508040) 2019 - 2022 (current)

## Course Standards

Name	Description
PE.8.C.2.2:	Identify basic rules for alternative/extreme sports activities. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities. Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.
PE.8.C.2.8:	<b>Clarifications:</b> Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis. Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
PE.8.L.3.3:	<b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement. Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.3:	<b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. Apply technology to evaluate, monitor and improve individual motor skills.
PE.8.M.1.8:	<b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.8.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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. Describe the potential benefits of participation in a variety of physical activities.
PE.8.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Evaluate the outcomes of a health-related decision.
HE.8.B.5.5:	<b>Clarifications:</b> Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.

LAFS.68.RST.2.4:	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 6–8 texts and topics.
MAFS.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### GENERAL NOTES

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508040

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >

**Abbreviated Title:** M/J EXTRME SPRTS GD8

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

# M/J Extreme/Alternative Sports - Grade 8 (#1508040) 2022 - And Beyond

## Course Standards

Name	Description
PE.8.C.2.2:	Identify basic rules for alternative/extreme sports activities. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities. Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.
PE.8.C.2.8:	<b>Clarifications:</b> Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis. Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
PE.8.L.3.3:	<b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement. Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.3:	<b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. Apply technology to evaluate, monitor and improve individual motor skills.
PE.8.M.1.8:	<b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.8.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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. Describe the potential benefits of participation in a variety of physical activities.
PE.8.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures. Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**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.  
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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p> <p><b>Clarifications:</b> Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>

## VERSION DESCRIPTION

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

## GENERAL NOTES

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### 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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508040

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J EXTRME SPRTS GD8

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved



# M/J Individual/Dual Sports - Grade 8 (#1508050) 2019 - 2022

(current)

## Course Standards

Name	Description
PE.8.C.2.1:	Identify basic rules for individual/dual sports. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement. Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.3:	<b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. Apply technology to evaluate, monitor and improve individual motor skills.
PE.8.M.1.8:	<b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.8.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	<b>Clarifications:</b> Social conformity, desires, and impulses.

LAFS.68.RST.2.4:	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 6–8 texts and topics.
MAFS.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508050

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** Physical Education > **SubSubject:**  
 General >

**Abbreviated Title:** M/J IND/DUAL SPT GD8  
**Course Length:** Semester (S)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

# M/J Individual/Dual Sports - Grade 8 (#1508050) 2022 - And

Beyond

## Course Standards

Name	Description
PE.8.C.2.1:	Identify basic rules for individual/dual sports. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement. Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.3:	<b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. Apply technology to evaluate, monitor and improve individual motor skills.
PE.8.M.1.8:	<b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.8.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures. Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>

MA.K12.MTR.1.1:	<ul style="list-style-type: none"> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> </ul>

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
HE.8.C.2.9:	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><b>Clarifications:</b> Social conformity, desires, and impulses.</p>

## 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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508050

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J IND/DUAL SPT GD8

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved

# M/J Comprehensive Physical Education Grade 6/7 (#1508060) 2019 - 2022 (current)

## Course Standards

Name	Description
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity. <b>Clarifications:</b> Some examples of types of long-term benefits are physical, cognitive and emotional.
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness. <b>Clarifications:</b> The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
PE.6.M.1.7:	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus. <b>Clarifications:</b> Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices. <b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.M.1.13:	Use technology to assess, enhance and maintain motor skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits of participation are physical, mental, emotional and social.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.7.C.2.1:	Identify the basic rules for team sports. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> An example is slow-pitch softball and volleyball underhand serve.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. <b>Clarifications:</b> An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.4:	Demonstrate introductory outdoor pursuits skills. <b>Clarifications:</b> Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. <b>Clarifications:</b> Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. <b>Clarifications:</b> Bullying prevention, Internet safety, and nutritional choices.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.68.RST.2.4:	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 6–8 texts and topics.
MAFS.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 6th and 7th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### GENERAL NOTES

**Special Notes:**  
**Instructional Practices**



Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508060

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J COMPRE PE GR6/7

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

# M/J Comprehensive Physical Education Grade 6/7 (#1508060) 2022 - And Beyond

## Course Standards

Name	Description
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity. <b>Clarifications:</b> Some examples of types of long-term benefits are physical, cognitive and emotional.
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness. <b>Clarifications:</b> The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
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PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.
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PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
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PE.6.M.1.13:	Use technology to assess, enhance and maintain motor skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits of participation are physical, mental, emotional and social.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.7.C.2.1:	Identify the basic rules for team sports. <b>Clarifications:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
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PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
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PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
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PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.

ELA.K12.EE.1.1:	<p>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> <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>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
HE.7.B.6.3:	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</p> <p><b>Clarifications:</b> Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p><b>Clarifications:</b> Bullying prevention, Internet safety, and nutritional choices.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 6th and 7th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### GENERAL NOTES

#### Special Notes: Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508060

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Physical Education > **SubSubject:**

General >

**Abbreviated Title:** M/J COMPRE PE GR6/7

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved

# M/J Comprehensive Physical Education Grade 7/8 (#1508070) 2019 - 2022 (current)

## Course Standards

Name	Description
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. <b>Clarifications:</b> An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. <b>Clarifications:</b> Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. <b>Clarifications:</b> Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.4:	Explain basic offensive and defensive strategies in alternative/extreme sports activities.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
	Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.3:	<b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
PE.8.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.8.R.5.4:	<b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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.
	Describe the potential benefits of participation in a variety of physical activities.
PE.8.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.B.6.4:	<b>Clarifications:</b> Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	<b>Clarifications:</b> Cancer, hypertension and coronary artery disease, asthma, and diabetes.
LAFS.68.RST.2.4:	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 6–8 texts and topics.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### GENERAL NOTES

#### Special Note:

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.



3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508070

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >  
**Abbreviated Title:** M/J COMPRE PE GR7/8  
**Course Length:** Semester (S)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

# M/J Comprehensive Physical Education Grade 7/8 (#1508070) 2022 - And Beyond

## Course Standards

Name	Description
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> An example is slow-pitch softball and volleyball underhand serve.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. <b>Clarifications:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. <b>Clarifications:</b> An example of a modified version of a sport or activity is a small sided game.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. <b>Clarifications:</b> Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. <b>Clarifications:</b> Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <b>Clarifications:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.4:	Explain basic offensive and defensive strategies in alternative/extreme sports activities.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities. <b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	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: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

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.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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. 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.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <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.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <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.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. <b>Clarifications:</b> Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.C.1.5:	Identify major chronic diseases that impact human body systems. <b>Clarifications:</b> Cancer, hypertension and coronary artery disease, asthma, and diabetes.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### GENERAL NOTES

#### Special Note:

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508070

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J COMPRE PE GR7/8

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved

# M/J Wellness Education Grade 8 (#1508080) 2018 - 2022 (current)

## Course Standards

Name	Description
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.8.L.4.6:	<b>Clarifications:</b> Some examples of training principles are overload and specificity.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities. <b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor and improve individual motor skills. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.8.R.5.4:	<b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. <b>Clarifications:</b> Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. <b>Clarifications:</b> Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. <b>Clarifications:</b> (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. <b>Clarifications:</b> Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. <b>Clarifications:</b> Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.

HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. <b>Clarifications:</b> Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. <b>Clarifications:</b> Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. <b>Clarifications:</b> Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. <b>Clarifications:</b> Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. <b>Clarifications:</b> Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
HE.8.C.1.8:	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <b>Clarifications:</b> Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
HE.8.C.2.2:	Assess how the health beliefs of peers may influence adolescent health. <b>Clarifications:</b> Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
HE.8.C.2.3:	Analyze how the school and community may influence adolescent health. <b>Clarifications:</b> Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
HE.8.C.2.6:	Analyze the influence of technology on personal and family health. <b>Clarifications:</b> TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
HE.8.C.2.8:	Explain how the perceptions of norms influence healthy and unhealthy behaviors. <b>Clarifications:</b> Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”
HE.8.C.2.9:	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. <b>Clarifications:</b> Social conformity, desires, and impulses.
HE.8.P.7.1:	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. <b>Clarifications:</b> Sexual abstinence, skin care, and drug abuse.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. <b>Clarifications:</b> Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
HE.8.P.8.1:	Promote positive health choices with the influence and support of others. <b>Clarifications:</b> Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. <b>Clarifications:</b> Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
LAFS.68.RST.2.4:	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 6–8 texts and topics.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Make sense of problems and persevere in solving them.</b> Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution



MAFS.K12.MP.1.1:

pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

## General Course Information and Notes

### VERSION DESCRIPTION

This semester-long Wellness Education course is designed for 8th grade students, the purpose of which is to further develop the knowledge, skills and values to 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 integral approach.

#### 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>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1508080

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J WELLNESS ED GR 8

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 8

# M/J Wellness Education Grade 8 (#1508080) 2022 - And Beyond

## Course Standards

Name	Description
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.8.L.4.6:	<b>Clarifications:</b> Some examples of training principles are overload and specificity.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities. <b>Clarifications:</b> Some examples of body management are balance and agility.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor and improve individual motor skills. <b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.8.R.5.4:	<b>Clarifications:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	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.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. <b>Clarifications:</b> Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. <b>Clarifications:</b> Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. <b>Clarifications:</b> (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. <b>Clarifications:</b> Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. <b>Clarifications:</b> Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.

HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. <b>Clarifications:</b> Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. <b>Clarifications:</b> Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. <b>Clarifications:</b> Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. <b>Clarifications:</b> Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. <b>Clarifications:</b> Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
HE.8.C.1.8:	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <b>Clarifications:</b> Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
HE.8.C.2.2:	Assess how the health beliefs of peers may influence adolescent health. <b>Clarifications:</b> Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
HE.8.C.2.3:	Analyze how the school and community may influence adolescent health. <b>Clarifications:</b> Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
HE.8.C.2.6:	Analyze the influence of technology on personal and family health. <b>Clarifications:</b> TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
HE.8.C.2.8:	Explain how the perceptions of norms influence healthy and unhealthy behaviors. <b>Clarifications:</b> Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”
HE.8.C.2.9:	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. <b>Clarifications:</b> Social conformity, desires, and impulses.
HE.8.P.7.1:	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. <b>Clarifications:</b> Sexual abstinence, skin care, and drug abuse.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. <b>Clarifications:</b> Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
HE.8.P.8.1:	Promote positive health choices with the influence and support of others. <b>Clarifications:</b> Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. <b>Clarifications:</b> Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students’ ability to analyze and problem solve.</li> <li>Recognize students’ effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> </ul>

MA.K12.MTR.2.1:

- 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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This semester-long Wellness Education course is designed for 8th grade students, the purpose of which is to further develop the knowledge, skills and values to 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 integral approach.

#### 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>.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 1508080

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Physical Education > **SubSubject:**  
General >

**Abbreviated Title:** M/J WELLNESS ED GR 8

**Course Length:** Semester (S)

**Course Level:** 2

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 8

# Completion of Interscholastic Sports Season 1 (#1500410) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500410

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >  
**SubSubject:** Waivers >  
**Abbreviated Title:** INTERSCH SSN 1 - COM  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# Completion of Interscholastic Sports Season 1 (#1500410) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500410

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** INTERSCH SSN 1 - COM  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# Completion of Interscholastic Sports Season 2 (#1500420) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500420

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >  
**SubSubject:** Waivers >  
**Abbreviated Title:** INTERSCH SSN 2 - COM  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# Completion of Interscholastic Sports Season 2 (#1500420) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500420

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** INTERSCH SSN 2 - COM  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# Marching Band PE Waiver (must be combined with Personal Fitness course) (#1500440) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500440

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** MCHG BAND PE WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** Course Approved

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

# Marching Band PE Waiver (must be combined with Personal Fitness course) (#1500440) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

**GENERAL INFORMATION**

**Course Number:** 1500440

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

**Abbreviated Title:** MCHG BAND PE WAIVER

**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# Dance Waiver (must be combined with Personal Fitness course) (#1500445) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500445

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** DANCE WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# Dance Waiver (must be combined with Personal Fitness course) (#1500445) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500445

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** DANCE WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# JROTC/Physical Education Waiver - Completion of Year 1 (#1500450) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500450

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

**Abbreviated Title:** JROTC/PE YR1 WAIVER

**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** Course Approved

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

# JROTC/Physical Education Waiver - Completion of Year 1 (#1500450) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500450

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** JROTC/PE YR1 WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# JROTC/Physical Education Waiver - Completion of Year 2 (#1500460) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500460

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** JROTC/PE YR2 WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# JROTC/Physical Education Waiver - Completion of Year 2 (#1500460) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500460

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** JROTC/PE YR2 WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# JROTC/Physical Education Waiver-Complete JROTC Y1,Y2 & Personal Fitness (#1500470) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500470

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** JROTC/PE WAIVER COMP  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# JROTC/Physical Education Waiver-Complete JROTC Y1,Y2 & Personal Fitness (#1500470) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500470

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** JROTC/PE WAIVER COMP  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# JROTC/PE/Performing Arts Waiver-HOPE & Personal Fitness/PE Elective (#1500480) 2015 - 2022 (current)

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500480

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** JROTC/PE/PF WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# JROTC/PE/Performing Arts Waiver-HOPE & Personal Fitness/PE Elective (#1500480) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	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.
ELA.K12.EE.6.1:	<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>

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 1500480

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** JROTC/PE/PF WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** State Board Approved

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

# Physical Education Transfer (#1500990) 2015 - 2022 (current)

## General Course Information and Notes

### VERSION DESCRIPTION

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 1500990

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers > **Abbreviated Title:** PE TRAN  
**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** State Board Approved

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

# Physical Education Transfer (#1500990) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>



MA.K12.MTR.5.1:

- 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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

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.

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.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

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

ELA.K12.EE.5.1:

	do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<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.

## General Course Information and Notes

### VERSION DESCRIPTION

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 1500990  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Waivers >  
**Abbreviated Title:** PE TRAN  
**Course Length:** Not Applicable  
**Course Type:** Transfer Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12

# Personal Fitness (#1501300) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.

PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. <b>Clarifications:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. <b>Clarifications:</b> 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.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. <b>Clarifications:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. <b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. <b>Clarifications:</b> 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.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> 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.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. <b>Clarifications:</b> Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. <b>Clarifications:</b> 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.
LAFS.1112.RST.3.7:	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.
LAFS.910.L.3.4:	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. 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).
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. 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.
LAFS.910.W.2.6:	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.
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b> 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.
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). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## 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.

## GENERAL NOTES

### 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

<b>Course Number:</b> 1501300	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Fitness >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> PERS FIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

## Educator Certifications

Physical Education (Grades 6-12)
Physical Education (Elementary and Secondary Grades K-12)

# Personal Fitness (#1501300) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.

PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. <b>Clarifications:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. <b>Clarifications:</b> 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.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. <b>Clarifications:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. <b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. <b>Clarifications:</b> 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.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> 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.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. <b>Clarifications:</b> Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. <b>Clarifications:</b> 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.



ELA.K.12.EE.1.1:	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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K.12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension.  <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.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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.

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Number:** 1501300

**Number of Credits:** Half credit (.5)

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >  
**SubSubject:** Fitness >  
**Abbreviated Title:** PERS FIT  
**Course Length:** Semester (S)

**Course Type:** Core Academic 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)

# International Baccalaureate MYP Physical Education (#1501305) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1501305	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Fitness >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> IB MYP PE
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>International Baccalaureate (IB)</li></ul>
<b>Graduation Requirement:</b> Physical Education	<b>Course Level:</b> 3

### Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Fitness Lifestyle Design (#1501310) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.L.3.1:	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.
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.3.5:	Identify the community 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.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
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 scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.910.L.3.4:	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. 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).
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

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). ★

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1501310

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** FIT LIFST DESIGN

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Fitness Lifestyle Design (#1501310) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.L.3.1:	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.
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.3.5:	Identify the community 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.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

MA.K12.MTR.2.1:

- 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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>



## GENERAL INFORMATION

**Course Number:** 1501310

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** FIT LIFST DESIGN

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)

# Fitness Issues for Adolescence (#1501320) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.18:	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p><b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.</p>
PE.912.L.3.1:	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.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	<p>Design a personal fitness program.</p> <p><b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	<p>Apply the principles of training to personal fitness goals.</p> <p><b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.</p>
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <p><b>Clarifications:</b> An example is performing plyometrics.</p>
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	<p>Analyze physical activities from which benefits can be derived.</p> <p><b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
LAFS.910.L.3.4:	<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"> <li>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.</li> <li>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>).</li> <li>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.</li> <li>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).</li> </ol>

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. 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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.
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). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1501320

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** FIT ISSUES FOR ADOL

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Fitness Issues for Adolescence (#1501320) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.18:	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p><b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.</p>
PE.912.L.3.1:	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.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	<p>Design a personal fitness program.</p> <p><b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	<p>Apply the principles of training to personal fitness goals.</p> <p><b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.</p>
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <p><b>Clarifications:</b> An example is performing plyometrics.</p>
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	<p>Analyze physical activities from which benefits can be derived.</p> <p><b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- 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.  
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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:

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**GENERAL INFORMATION**

**Course Number:** 1501320

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** FIT ISSUES FOR ADOL

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)

# Weight Training 1 (#1501340) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.3:	Analyze the movement performance of self and others. <b>Clarifications:</b> Some examples are video analysis and checklist.
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities. Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.16:	<b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program. Apply the principles of training to personal fitness goals.
PE.912.L.4.5:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques. Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
LAFS.910.WHST.2.6:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. 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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b>



## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

### GENERAL NOTES

#### 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:

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### GENERAL INFORMATION

**Course Number:** 1501340

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** WEIGHT TRAIN 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Weight Training 1 (#1501340) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.3:	Analyze the movement performance of self and others. <b>Clarifications:</b> Some examples are video analysis and checklist.
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>

MA.K12.MTR.2.1:	<ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </div>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </div>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul> </div>
	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<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 the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

### 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:** 1501340

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

**SubSubject:** Fitness >

**Abbreviated Title:** WEIGHT TRAIN 1

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Weight Training 2 (#1501350) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
	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. ★

**Clarifications:**

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.

## General Course Information and Notes

### GENERAL NOTES

**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:** 1501350

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Physical Education >

**SubSubject:** Fitness >

**Abbreviated Title:** WEIGHT TRAIN 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Weight Training 2 (#1501350) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.16:	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p><b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
PE.912.C.2.17:	<p>Assess physiological effects of exercise during and after physical activity.</p> <p><b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	<p>Apply the principles of training to personal fitness goals.</p> <p><b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <p><b>Clarifications:</b> An example is performing plyometrics.</p>
PE.912.M.1.16:	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p><b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.</p>
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	<p>Analyze physical activities from which benefits can be derived.</p> <p><b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.



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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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.

MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:

## GENERAL INFORMATION

**Course Number:** 1501350

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

**Abbreviated Title:** WEIGHT TRAIN 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic 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)

# Weight Training 3 (#1501360) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
	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. ★

**Clarifications:**

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.

## General Course Information and Notes

### GENERAL NOTES

**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:** 1501360

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education >

**SubSubject:** Fitness >

**Abbreviated Title:** WEIGHT TRAIN 3

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course 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)

# Weight Training 3 (#1501360) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.

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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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.

<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</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>ELA.K12.EE.4.1:</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. 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. 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>ELA.K12.EE.5.1:</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>ELA.K12.EE.6.1:</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>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:



## GENERAL INFORMATION

**Course Number:** 1501360

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

**Abbreviated Title:** WEIGHT TRAIN 3

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic 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)

# Personal Fitness Trainer (#1501380) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
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.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
SC.912.L.14.12:	Describe the anatomy and histology of bone tissue.
SC.912.L.14.16:	Describe the anatomy and histology, including ultrastructure, of muscle tissue.
SC.912.L.14.17:	List the steps involved in the sliding filament of muscle contraction.
SC.912.L.14.19:	Explain the physiology of skeletal muscle.
SC.912.L.14.20:	Identify the major muscles of the human on a model or diagram.
SC.912.L.14.24:	Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse.
SC.912.L.14.36:	Describe the factors affecting blood flow through the cardiovascular system.
SC.912.L.14.44:	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.
HE.912.B.3.4:	Justify when professional health services or providers may be required. <b>Clarifications:</b> Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. <b>Clarifications:</b> Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. <b>Clarifications:</b> 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.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. <b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. <b>Clarifications:</b> 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.
LAFS.1112.RST.3.7:	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.
LAFS.910.L.3.6:	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.
LAFS.910.RL.2.4:	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).
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. 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.

LAFS.910.WHST.2.6:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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). ★

## General Course Information and Notes

### GENERAL NOTES

#### 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

<b>Course Number:</b> 1501380	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Fitness >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> PERS FIT TRAINER
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

### Educator Certifications

Physical Education (Elementary and Secondary Grades K-12)
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# Personal Fitness Trainer (#1501380) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
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.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
SC.912.L.14.12:	Describe the anatomy and histology of bone tissue.
SC.912.L.14.16:	Describe the anatomy and histology, including ultrastructure, of muscle tissue.
SC.912.L.14.17:	List the steps involved in the sliding filament of muscle contraction.
SC.912.L.14.19:	Explain the physiology of skeletal muscle.
SC.912.L.14.20:	Identify the major muscles of the human on a model or diagram.
SC.912.L.14.24:	Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse.
SC.912.L.14.36:	Describe the factors affecting blood flow through the cardiovascular system.
SC.912.L.14.44:	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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

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:

MA.K12.MTR.4.1:

- 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.

**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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K.12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension. <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.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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. 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.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <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.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <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.
HE.912.B.3.4:	Justify when professional health services or providers may be required. <b>Clarifications:</b> Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. <b>Clarifications:</b> Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. <b>Clarifications:</b> 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.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. <b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. <b>Clarifications:</b> 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.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1501380

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

**Number of Credits:** One (1) credit

**Abbreviated Title:** PERS FIT TRAINER

**Course Type:** Core Academic Course

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Course Level:** 2

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

**Graduation Requirement:** Physical Education

## Educator Certifications

Physical Education (Elementary and Secondary Grades K-12)

# Comprehensive Fitness (#1501390) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management. Design a personal fitness program.
PE.912.L.4.1:	<b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program. Apply the principles of training to personal fitness goals.
PE.912.L.4.5:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout. Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.14:	<b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques. Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation. Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
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 scientific or technical context relevant to grades 11–12 texts and topics. 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. 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.
LAFS.910.L.3.4:	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).
	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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.
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). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**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

<b>Course Number:</b> 1501390	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Fitness >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> COMPRE FIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

### Educator Certifications

Physical Education (Grades 6-12)
Physical Education (Elementary and Secondary Grades K-12)

# Comprehensive Fitness (#1501390) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management. Design a personal fitness program.
PE.912.L.4.1:	<b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program. Apply the principles of training to personal fitness goals.
PE.912.L.4.5:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout. Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.14:	<b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques. Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation. Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures. Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> </ul>

- 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.  
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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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:

	<ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:** 1501390

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

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**Abbreviated Title:** COMPRE FIT

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Power Weight Training 1 (#1501410) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.3:	Analyze the movement performance of self and others. <b>Clarifications:</b> Some examples are video analysis and checklist.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
	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. ★



**Clarifications:**

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.

## General Course Information and Notes

### GENERAL NOTES

**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:** 1501410

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

**Abbreviated Title:** POWER WEIGHT TRAIN 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Power Weight Training 1 (#1501410) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.3:	Analyze the movement performance of self and others. <b>Clarifications:</b> Some examples are video analysis and checklist.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.

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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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.

<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</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>ELA.K12.EE.4.1:</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. 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. 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>ELA.K12.EE.5.1:</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>ELA.K12.EE.6.1:</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>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:

## GENERAL INFORMATION

**Course Number:** 1501410

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

**Abbreviated Title:** POWER WEIGHT TRAIN 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic 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)

# International Baccalaureate Mid Yrs Prog Personal Fitness (#1501810) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1501810	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Fitness >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> IB MYP PERS FIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
<b>Graduation Requirement:</b> Physical Education	<b>Course Level:</b> 3

### Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Gymnastics 1 (#1502300) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
	Apply the principles of training to personal fitness goals.
PE.912.L.4.5:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.18:	Demonstrate a variety of gymnastics skills with a level of control.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	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.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
	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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1502300

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** GYMNASTICS 1

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)



# Gymnastics 1 (#1502300) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.18:	Demonstrate a variety of gymnastics skills with a level of control.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.

ELA.K12.EE.1.1:	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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <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.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1502300

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** GYMNASTICS 1

**Course Length:** Semester (S)

**Course Level:** 2

## **Educator Certifications**

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Gymnastics 2 (#1502310) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.18:	Demonstrate a variety of gymnastics skills with a level of control.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.21:	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. 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.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1502310

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** GYMNASTICS 2

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Gymnastics 2 (#1502310) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.18:	Demonstrate a variety of gymnastics skills with a level of control.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.21:	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

**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



ELA.K12.EE.1.1:	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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <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.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1502310

**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 >  
**Abbreviated Title:** GYMNASTICS 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic 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)

# Paddleball/Racquetball/Handball (#1502400) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. <b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

## GENERAL NOTES

### 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:

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## GENERAL INFORMATION

**Course Number:** 1502400

**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 >

**Abbreviated Title:** PADB RACQB HANDBALL

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course 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)

# Paddleball/Racquetball/Handball (#1502400) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance. Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.24:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors. Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.27:	<b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> </ul>

- 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:

MA.K12.MTR.3.1:

- 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.

**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:

MA.K12.MTR.4.1:

- 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.

**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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**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.

	<ul style="list-style-type: none"> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	<p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	<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>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  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.  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>
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<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>
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

Course Number: 1502400

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 >

**Abbreviated Title:** PADB RACQB HANDBALL

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)



# Individual and Dual Sports 1 (#1502410) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.27:	<b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	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 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.
LAFS.910.SL.1.1:	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.
	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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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:

## GENERAL INFORMATION

**Course Number:** 1502410

**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 >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** INDIV/DUAL SPRTS 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Individual and Dual Sports 1 (#1502410) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.27:	<b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>

MA.K12.MTR.3.1:

- 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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

**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.

ELA.K12.EE.1.1:	<p>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.</p> <p>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> <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>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1502410

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** INDIV/DUAL SPRTS 1

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Individual and Dual Sports 2 (#1502420) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.20:	<p>Identify appropriate methods to resolve physical conflict.</p> <p>Explain the skill-related components of fitness and how they enhance performance levels.</p>
PE.912.C.2.22:	<p><b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
PE.912.C.2.23:	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
PE.912.C.2.25:	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
PE.912.C.2.26:	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
PE.912.C.2.27:	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p><b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
PE.912.C.2.28:	<p>Interpret and apply the rules associated with specific course activities.</p>
PE.912.L.3.3:	<p>Identify a variety of activities that promote effective stress management.</p>
PE.912.L.3.6:	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.19:	<p>Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.</p>
PE.912.M.1.22:	<p>Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.</p>
PE.912.M.1.23:	<p>Demonstrate proficiency of critical elements when striking with objects, implements or body parts.</p>
PE.912.M.1.24:	<p>Apply a combination of complex movement patterns in a game setting.</p>
PE.912.M.1.25:	<p>Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.</p>
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	<p>Combine and apply movement patterns from simple to complex.</p>
PE.912.M.1.31:	<p>Demonstrate advanced offensive, defensive and transition strategies and tactics.</p>
PE.912.M.1.32:	<p>Apply sport specific skills in a variety of game settings.</p>
PE.912.M.1.33:	<p>Practice complex motor activities in order to improve performance.</p>
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
PE.912.R.6.1:	<p>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>
PE.912.R.6.3:	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>

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. ★

MAFS.912.S-ID.1.2:

**Clarifications:**

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.

## General Course Information and Notes

### GENERAL NOTES

**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

<b>Course Number:</b> 1502420	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Individual and Dual > <b>Abbreviated Title:</b> INDIV/DUAL SPRTS 2
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

### Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)



# Individual and Dual Sports 2 (#1502420) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.22:	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p><b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p><b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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.

	<ul style="list-style-type: none"> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:** 1502420

**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 >

**Abbreviated Title:** INDIV/DUAL SPRTS 2

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Individual and Dual Sports 3 (#1502430) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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.
	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. ★

**Clarifications:**

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.

## General Course Information and Notes

### GENERAL NOTES

**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:** 1502430

**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 >

**Abbreviated Title:** INDIV/DUAL SPRTS 3

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Individual and Dual Sports 3 (#1502430) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

MA.K12.MTR.2.1:

- 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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

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

- 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.

MA.K12.MTR.6.1:

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.

**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.



MA.K12.MTR.7.1:	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:** 1502430

**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 >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** INDIV/DUAL SPRTS 3

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)

# Self Defense Activities (#1502460) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
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.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques. Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.29:	Demonstrate proficiency in self-defense movement skills.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities. Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
LAFS.910.L.3.6:	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.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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). ★

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1502460

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** SELF DEFENSE

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Self Defense Activities (#1502460) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
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.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques. Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.29:	Demonstrate proficiency in self-defense movement skills.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities. Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

**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

ELA.K12.EE.1.1:	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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <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.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1502460

**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 >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** SELF DEFENSE

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)



# Recreational Activities (#1502470) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.1:	<p>Demonstrate critical elements of basic skills relating to aquatics.</p> <p><b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
PE.912.M.1.9:	<p>Demonstrate complex skills and advanced rhythmic movements in dance.</p> <p><b>Clarifications:</b> Some examples are line, hip-hop, country and folk.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.28:	Apply strategies and tactics in a variety of outdoor pursuits.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.R.5.2:	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p> <p>Demonstrate sportsmanship during game situations.</p>
PE.912.R.5.3:	<p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	<p>Analyze physical activities from which benefits can be derived.</p> <p><b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
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). ★

## General Course Information and Notes

## GENERAL NOTES

### 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:** 1502470

**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 >

**Abbreviated Title:** REC

**Course Length:** Semester (S)

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Recreational Activities (#1502470) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.1:	<p>Demonstrate critical elements of basic skills relating to aquatics.</p> <p><b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
PE.912.M.1.9:	<p>Demonstrate complex skills and advanced rhythmic movements in dance.</p> <p><b>Clarifications:</b> Some examples are line, hip-hop, country and folk.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.28:	Apply strategies and tactics in a variety of outdoor pursuits.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.R.5.2:	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p> <p>Demonstrate sportsmanship during game situations.</p>
PE.912.R.5.3:	<p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	<p>Analyze physical activities from which benefits can be derived.</p> <p><b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>

MA.K12.MTR.2.1:

- 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:

- 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.

MA.K12.MTR.5.1:

**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.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 1502470

**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 >

**Abbreviated Title:** REC

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Outdoor Education (#1502480) 2015 - 2022 (current)

## Course Standards

Name	Description
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.
PE.912.M.1.11:	Demonstrate competency in two or more extreme sports activities.
PE.912.M.1.27:	Demonstrate proficiency in a variety of outdoor pursuit activities.
PE.912.M.1.28:	Apply strategies and tactics in a variety of outdoor pursuits.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. 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 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). ★

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code**

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

**Course Number:** 1502480

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >

**SubSubject:** Individual and Dual >

**Abbreviated Title:** OUTDOOR ED

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education



# Outdoor Education (#1502480) 2022 - And Beyond

## Course Standards

Name	Description
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.
PE.912.M.1.11:	Demonstrate competency in two or more extreme sports activities.
PE.912.M.1.27:	Demonstrate proficiency in a variety of outdoor pursuit activities.
PE.912.M.1.28:	Apply strategies and tactics in a variety of outdoor pursuits.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	<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.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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. 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.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<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.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code**

### GENERAL INFORMATION

<b>Course Number:</b> 1502480	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Individual and Dual >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> OUTDOOR ED
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	



# Care and Prevention of Athletic Injuries (#1502490) 2015

- 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
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 scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.910.L.3.4:	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. 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).
LAFS.910.WHST.2.6:	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. 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. ★

MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.
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). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed) with Athletic Trainer licensure.**

OR

**Licensed Athletic Trainer.**

### GENERAL INFORMATION

<b>Course Number:</b> 1502490	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Individual and Dual > <b>Abbreviated Title:</b> CARE/PREV OF ATH INJ
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

### Educator Certifications

Health (Elementary and Secondary Grades K-12)
Health Education (Secondary Grades 7-12)
Physical Education (Grades 6-12)
Physical Education (Elementary and Secondary Grades K-12)

# Care and Prevention of Athletic Injuries (#1502490) 2022

- And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> </ul>

MA.K12.MTR.2.1:

- 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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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:



MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed) with Athletic Trainer licensure.**

**OR**

**Licensed Athletic Trainer.**

## GENERAL INFORMATION

**Course Number:** 1502490

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** CARE/PREV OF ATH INJ

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Health (Elementary and Secondary Grades K-12)

Health Education (Secondary Grades 7-12)

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Sports Officiating (#1502500) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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 Path: Section: Grades PreK to 12 Education

**Course Number:** 1502500

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >  
**SubSubject:** Fitness >

**Abbreviated Title:** SPRTS OFFICIATING

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course 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)

# Sports Officiating (#1502500) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>

- 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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.

ELA.K12.EE.1.1:

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.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K.12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension. <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.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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. 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.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <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.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <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.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Number:** 1502500

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** SPRTS OFFICIATING

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)





# Track and Field (#1503300) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.22:	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p><b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p><b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.</p>
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b></p>

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1503300

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** TRACK & FIELD

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Track and Field (#1503300) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.22:	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p><b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p><b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.</p>
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>

MA.K12.MTR.2.1:

- 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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:** 1503300

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** TRACK & FIELD

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)

# Basketball (#1503310) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance. Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.24:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b>

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Number:** 1503310

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** BASKETBALL

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)



# Basketball (#1503310) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance. Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.24:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

MA.K12.MTR.2.1:

- 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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 1503310

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** BASKETBALL

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)

# Basketball 2 (#1503315) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance. Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.24:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MAFS.912.A-REI.4.10:	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). 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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. 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 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
LAFS.910.SL.1.1:	

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.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Content could include but not be limited to:

- fundamental basketball skills (passing, dribbling, shooting, rebounding, and defense).
- instruction in principles of motion
- basketball history
- rules and terminology
- offensive strategies (motion offense, spacing, screening, pick and roll)
- man-to-man defense (positioning, fighting screens, taking charges, help)
- zone defenses (1-2-2, 2-1-2, 2-3, Box and 1, Diamond and 1)
- using data and statistical analysis to enhance game play

### GENERAL NOTES

Fitness concepts, as they relate to basketball, will continue to be taught as part of the overall physical education curriculum. Florida Standards for English/Language Arts and Mathematics standards have been aligned to this course. Literacy standards and mathematical practices will be integrated where appropriate.

#### 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>

### VERSION REQUIREMENTS

Students enrolled in this course should have successfully completed Basketball 1. These requirements include, but are not limited to, the benchmarks that are most relevant to this course. Appropriate ELA and Mathematics standards are also included to ensure a comprehensive educational experience.

### GENERAL INFORMATION

**Course Number:** 1503315

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

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

**Abbreviated Title:** BASKETBALL 2

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)



# Basketball 2 (#1503315) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance. Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.24:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:



MA.K12.MTR.2.1:

- 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.

MA.K12.MTR.3.1:

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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<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 provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Content could include but not be limited to:

- fundamental basketball skills (passing, dribbling, shooting, rebounding, and defense).
- instruction in principles of motion
- basketball history
- rules and terminology
- offensive strategies (motion offense, spacing, screening, pick and roll)
- man-to-man defense (positioning, fighting screens, taking charges, help)

- zone defenses (1-2-2, 2-1-2, 2-3, Box and 1, Diamond and 1)
- using data and statistical analysis to enhance game play

## GENERAL NOTES

Fitness concepts, as they relate to basketball, will continue to be taught as part of the overall physical education curriculum. Florida Standards for English/Language Arts and Mathematics standards have been aligned to this course. Literacy standards and mathematical practices will be integrated where appropriate.

### 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:

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## VERSION REQUIREMENTS

Students enrolled in this course should have successfully completed Basketball 1. These requirements include, but are not limited to, the benchmarks that are most relevant to this course. Appropriate ELA and Mathematics standards are also included to ensure a comprehensive educational experience.

## GENERAL INFORMATION

**Course Number:** 1503315

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education >

**SubSubject:** Team >

**Abbreviated Title:** BASKETBALL 2

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Soccer (#1503320) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p><b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>

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. ★

MAFS.912.S-ID.1.2:

**Clarifications:**

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.

## General Course Information and Notes

### GENERAL NOTES

**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:

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### GENERAL INFORMATION

**Course Number:** 1503320

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education >

**SubSubject:** Team >

**Abbreviated Title:** SOCCER

**Course Length:** Semester (S)

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Soccer (#1503320) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
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PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
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PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
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PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
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PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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?"

	<ul style="list-style-type: none"> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:** 1503320

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

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**Abbreviated Title:** SOCCER

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Softball (#1503330) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. <b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>

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. ★

MAFS.912.S-ID.1.2:

**Clarifications:**

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.

## General Course Information and Notes

### GENERAL NOTES

**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:** 1503330

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education >

**SubSubject:** Team >

**Abbreviated Title:** SOFTBALL

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Softball (#1503330) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. <b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
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.

MA.K12.MTR.2.1:

**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:

- 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.

MA.K12.MTR.5.1:

**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.

	<ul style="list-style-type: none"> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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

<b>Course Number:</b> 1503330	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Team >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> SOFTBALL
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Team Sports 1 (#1503350) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> 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>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the



## GENERAL NOTES

### 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

<b>Course Number:</b> 1503350	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Team >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> TEAM SPRTS 1
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Team Sports 1 (#1503350) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- 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.

**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:

MA.K12.MTR.4.1:

- 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.

**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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**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.K.12.EE.1.1:	<p><b>Clarifications:</b>  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.</p> <p>4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. 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> <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>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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.  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.  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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Number:** 1503350

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** TEAM SPRTS 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Team Sports 2 (#1503360) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p><b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p> <p>Apply sport specific skills in simulation and in real-life applications.</p>
PE.912.M.1.10:	<p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p> <p>Demonstrate sportsmanship during game situations.</p>
PE.912.R.5.3:	<p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> 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>

## General Course Information and Notes

## VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## GENERAL NOTES

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 1503360

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** TEAM SPRTS 2

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Team Sports 2 (#1503360) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p><b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p> <p>Apply sport specific skills in simulation and in real-life applications.</p>
PE.912.M.1.10:	<p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p> <p>Demonstrate sportsmanship during game situations.</p>
PE.912.R.5.3:	<p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p>



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:

- 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.

MA.K12.MTR.5.1:

**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:**

	<p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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.  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.  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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<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 the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### 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:

## GENERAL INFORMATION

**Course Number:** 1503360

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

**Abbreviated Title:** TEAM SPRTS 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic 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)

# Aerobics 1 (#1503400) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
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.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. <b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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:

## GENERAL INFORMATION

**Course Number:** 1503400

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

**Abbreviated Title:** AEROBICS 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Aerobics 1 (#1503400) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p><b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	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.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
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.1.14:	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
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:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>

MA.K12.MTR.3.1:

- 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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

**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.

ELA.K.12.EE.1.1:	<p>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.</p> <p>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> <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>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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. 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. 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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:** 1503400

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

**Abbreviated Title:** AEROBICS 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic 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)

# Aerobics 2 (#1503410) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p><b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
PE.912.C.2.17:	<p>Assess physiological effects of exercise during and after physical activity.</p> <p><b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.</p>
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	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.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
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.3.5:	Identify the community 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.
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:	<p>Perform advanced dance sequences from a variety of dances accurately.</p> <p><b>Clarifications:</b> Some examples of dances are hip-hop, social, step and line.</p>
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:	<p>Demonstrate complex skills and advanced rhythmic movements in dance.</p> <p><b>Clarifications:</b> Some examples are line, hip-hop, country and folk.</p>
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
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.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:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the</p>

## General Course Information and Notes

### GENERAL NOTES

**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

<p><b>Course Number:</b> 1503410</p> <p><b>Number of Credits:</b> Half credit (.5)</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p> <p><b>Graduation Requirement:</b> Physical Education</p>	<p><b>Course Path: Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses &gt; <b>Subject:</b> Physical Education &gt; <b>SubSubject:</b> Fitness &gt;</p> <p><b>Abbreviated Title:</b> AEROBICS 2</p> <p><b>Course Length:</b> Semester (S)</p> <p><b>Course Level:</b> 2</p>
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### Educator Certifications

Physical Education (Grades 6-12)
Physical Education (Elementary and Secondary Grades K-12)

# Aerobics 2 (#1503410) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p><b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
PE.912.C.2.17:	<p>Assess physiological effects of exercise during and after physical activity.</p> <p><b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.</p>
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	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.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
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.3.5:	Identify the community 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.
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:	<p>Perform advanced dance sequences from a variety of dances accurately.</p> <p><b>Clarifications:</b> Some examples of dances are hip-hop, social, step and line.</p>
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:	<p>Demonstrate complex skills and advanced rhythmic movements in dance.</p> <p><b>Clarifications:</b> Some examples are line, hip-hop, country and folk.</p>
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><b>Clarifications:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
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.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:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> <p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>

MA.K12.MTR.2.1:	<ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
MA.K12.MTR.4.1:	<p>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:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </div>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </div>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul> </div>

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 1503410

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** AEROBICS 2

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

**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)

# Aerobics 3 (#1503420) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
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.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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.3.5:	Identify the community 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.
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. <b>Clarifications:</b> 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. <b>Clarifications:</b> Some examples are line, hip-hop, country and folk.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
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.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. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MAFS.912.A-REI.4.10:	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).
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b> 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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.

## General Course Information and Notes



## GENERAL NOTES

### 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:** 1503420

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >

**SubSubject:** Fitness >

**Abbreviated Title:** AEROBICS 3

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Aerobics 3 (#1503420) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
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.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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.3.5:	Identify the community 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.
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. <b>Clarifications:</b> 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. <b>Clarifications:</b> Some examples are line, hip-hop, country and folk.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
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.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. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> 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:

MA.K12.MTR.3.1:

- 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.

**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:

MA.K12.MTR.4.1:

- 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.

**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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**Clarifications:**

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

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.1.1:	
	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.2.1:	
	<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>
ELA.K12.EE.3.1:	
	<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.  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.  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>
ELA.K12.EE.4.1:	
	<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>
ELA.K12.EE.5.1:	
	<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>
ELA.K12.EE.6.1:	
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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 Path: Section: Grades PreK to 12 Education

**Course Number:** 1503420

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >

**SubSubject:** Fitness >

**Abbreviated Title:** AEROBICS 3

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Golf 1 (#1504400) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.24:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	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 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.
	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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1504400

**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 >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** GOLF 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Golf 1 (#1504400) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.24:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:



MA.K12.MTR.3.1:

- 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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

**Clarifications:**

ELA.K12.EE.1.1:	<p>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.</p> <p>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.</p> <p>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> <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>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Number:** 1504400

**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 >

**Abbreviated Title:** GOLF 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** State Board Approved

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

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Swimming 1 (#1504460) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.1:	<p>Demonstrate critical elements of basic skills relating to aquatics.</p> <p><b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
PE.912.M.1.2:	<p>Demonstrate proficiency in combination of motor skills related to aquatics.</p> <p><b>Clarifications:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.</p>
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> 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>

## General Course Information and Notes

### GENERAL NOTES

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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**American Red Cross Water Safety Instructor or equivalent.**

## GENERAL INFORMATION

**Course Number:** 1504460

**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 >

**Abbreviated Title:** SWIMMING 1

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

# Swimming 1 (#1504460) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.1:	<p>Demonstrate critical elements of basic skills relating to aquatics.</p> <p><b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
PE.912.M.1.2:	<p>Demonstrate proficiency in combination of motor skills related to aquatics.</p> <p><b>Clarifications:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.</p>
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>

- 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:

- 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.

MA.K12.MTR.5.1:

**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.

	<ul style="list-style-type: none"> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K.12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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.  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.  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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**American Red Cross Water Safety Instructor or equivalent.**



## GENERAL INFORMATION

**Course Number:** 1504460

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** SWIMMING 1

**Course Length:** Semester (S)

**Course Level:** 2

# Swimming 2 (#1504470) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.1:	Identify and describe the critical elements of a basic water rescue.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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. Demonstrate critical elements of basic skills relating to aquatics.
PE.912.M.1.1:	<b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.
PE.912.M.1.2:	Demonstrate proficiency in combination of motor skills related to aquatics. <b>Clarifications:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.4:	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings. <b>Clarifications:</b> Some examples of aquatic settings are a pool, a lake and open water.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs. Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<b>Clarifications:</b> 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.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance. Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. 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.
LAFS.910.SL.1.1:	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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

# General Course Information and Notes

## GENERAL NOTES

### 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>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**American Red Cross Water Safety Instructor or equivalent.**

## GENERAL INFORMATION

**Course Number:** 1504470

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** SWIMMING 2

**Course Length:** Semester (S)

**Course Level:** 2

# Swimming 2 (#1504470) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.1:	Identify and describe the critical elements of a basic water rescue.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.1:	Demonstrate critical elements of basic skills relating to aquatics. <b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.
PE.912.M.1.2:	Demonstrate proficiency in combination of motor skills related to aquatics. <b>Clarifications:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.4:	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings. <b>Clarifications:</b> Some examples of aquatic settings are a pool, a lake and open water.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>

MA.K12.MTR.2.1:

- 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:

- 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.

MA.K12.MTR.5.1:

**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

MA.K12.MTR.7.1:	<p>efficiency.</p> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**American Red Cross Water Safety Instructor or equivalent.**

## GENERAL INFORMATION

**Course Number:** 1504470

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** SWIMMING 2

**Course Length:** Semester (S)

**Course Level:** 2

# Water Safety (#1504490) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
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.3.5:	Identify the community 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.
PE.912.M.1.1:	Demonstrate critical elements of basic skills relating to aquatics. <b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.
PE.912.M.1.2:	Demonstrate proficiency in combination of motor skills related to aquatics. <b>Clarifications:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.4:	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings. <b>Clarifications:</b> Some examples of aquatic settings are a pool, a lake and open water.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. <ul style="list-style-type: none"> <li>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.</li> <li>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.</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> <li>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.</li> </ul>
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b> 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.



# General Course Information and Notes

## GENERAL NOTES

### 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:  
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## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**American Red Cross Water Safety Instructor or equivalent.**

## GENERAL INFORMATION

<b>Course Number:</b> 1504490	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Individual and Dual > <b>Abbreviated Title:</b> WATER SAFETY
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

# Water Safety (#1504490) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
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PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
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PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.1:	Demonstrate critical elements of basic skills relating to aquatics. <b>Clarifications:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.
PE.912.M.1.2:	Demonstrate proficiency in combination of motor skills related to aquatics. <b>Clarifications:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.4:	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings. <b>Clarifications:</b> Some examples of aquatic settings are a pool, a lake and open water.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>

MA.K12.MTR.2.1:

- 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:

MA.K12.MTR.3.1:

- 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.

**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:

MA.K12.MTR.4.1:

- 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.

**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:

MA.K12.MTR.6.1:

- 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.

**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.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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. 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. 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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**American Red Cross Water Safety Instructor or equivalent.**

## GENERAL INFORMATION

**Course Number:** 1504490

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** WATER SAFETY

**Course Length:** Semester (S)

**Course Level:** 2

# Tennis 1 (#1504500) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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

## GENERAL INFORMATION

**Course Number:** 1504500

**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 >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** TENNIS 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Tennis 1 (#1504500) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:



MA.K12.MTR.3.1:

- 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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

ELA.K.12.EE.1.1:	<p>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>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.</p> <p>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> <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>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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. 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. 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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1504500

**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 >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** TENNIS 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

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

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Tennis 2 (#1504510) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> 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>

## General Course Information and Notes

## GENERAL NOTES

### 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

<b>Course Number:</b> 1504510	<b>Course Path: Section:</b> Grades PreK to 12 Education <b>Courses &gt; Grade Group:</b> Grades 9 to 12 and Adult <b>Education Courses &gt; Subject:</b> Physical Education > <b>SubSubject:</b> Individual and Dual >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> TENNIS 2
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Tennis 2 (#1504510) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p>

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:

- 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.

MA.K12.MTR.5.1:

**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:**

	<p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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.  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.  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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education



**Course Number:** 1504510

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >  
**SubSubject:** Individual and Dual >

**Abbreviated Title:** TENNIS 2

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Tennis 3 (#1504520) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> 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>

## General Course Information and Notes

## GENERAL NOTES

### 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:  
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## GENERAL INFORMATION

<b>Course Number:</b> 1504520	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Individual and Dual >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> TENNIS 3
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Physical Education	

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Tennis 3 (#1504520) 2022 - And Beyond

## Course Standards

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

- Help students make connections between concepts and representations.
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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.
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- 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.
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Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

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- 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.

MA.K12.MTR.5.1:

**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.
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- 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.

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**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.
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- 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:**

	<p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K.12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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.  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.  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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

**Course Number:** 1504520

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >  
**SubSubject:** Individual and Dual >

**Abbreviated Title:** TENNIS 3

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Racquetball 1 (#1505430) 2015 - 2022 (current)

## Course Standards

Name	Description
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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:** 1505430

**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 > **Abbreviated Title:** RACQUETBALL 1  
**Course Length:** Semester (S)  
**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course 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)

# Racquetball 1 (#1505430) 2022 - And Beyond

## Course Standards

Name	Description
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community 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.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.

ELA.K12.EE.1.1:	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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <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.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:

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### GENERAL INFORMATION

**Course Number:** 1505430

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** RACQUETBALL 1

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Racquetball 2 (#1505440) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	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 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.
LAFS.910.SL.1.1:	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.
	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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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:  
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## GENERAL INFORMATION

**Course Number:** 1505440

**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 >

**Abbreviated Title:** RACQUETBALL 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# Racquetball 2 (#1505440) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:



MA.K12.MTR.3.1:

- 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.

**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.

MA.K12.MTR.4.1:

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.

**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.

MA.K12.MTR.5.1:

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

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

- 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.

MA.K12.MTR.6.1:

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.

**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.

MA.K12.MTR.7.1:

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.

**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.

**Clarifications:**

ELA.K.12.EE.1.1:	<p>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.</p> <p>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.</p> <p>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> <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>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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. 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. 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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

#### 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.

### GENERAL INFORMATION

**Course Number:** 1505440

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**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 >

**Abbreviated Title:** RACQUETBALL 2

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Volleyball 1 (#1505500) 2015 - 2022 (current)

## Course Standards

Name	Description
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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

## GENERAL INFORMATION

**Course Number:** 1505500

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** VOLLEYBALL 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**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)

# Volleyball 1 (#1505500) 2022 - And Beyond

## Course Standards

Name	Description
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications. <b>Clarifications:</b> 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.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- 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.

**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:

- 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.

MA.K12.MTR.5.1:

**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.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

ELA.K.12.EE.1.1:	<p>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>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.</p> <p>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> <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>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<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>
ELA.K.12.EE.4.1:	<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. 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. 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>
ELA.K.12.EE.5.1:	<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>
ELA.K.12.EE.6.1:	<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>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1505500

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

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** VOLLEYBALL 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

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



## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Volleyball 2 (#1505510) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> 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>

## General Course Information and Notes

## GENERAL NOTES

### 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:

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## GENERAL INFORMATION

**Course Number:** 1505510

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education >

**SubSubject:** Team >

**Abbreviated Title:** VOLLEYBALL 2

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course 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)

# Volleyball 2 (#1505510) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
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.
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PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
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PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
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PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
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PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p>

- 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:

MA.K12.MTR.3.1:

- 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.

**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:

MA.K12.MTR.4.1:

- 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.

**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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**Clarifications:**

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

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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.  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.  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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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:

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### GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

**Course Number:** 1505510

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >

**SubSubject:** Team >

**Abbreviated Title:** VOLLEYBALL 2

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Volleyball 3 (#1505520) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
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PE.912.C.2.28:	Interpret and apply the rules 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.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Clarifications:</b> 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>
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
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PE.912.R.5.4:	<p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
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MAFS.912.S-ID.1.2:	<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><b>Clarifications:</b> 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>

## General Course Information and Notes



## GENERAL NOTES

### 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:

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## GENERAL INFORMATION

**Course Number:** 1505520

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education >

**SubSubject:** Team >

**Abbreviated Title:** VOLLEYBALL 3

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course 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)

# Volleyball 3 (#1505520) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.9:	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p><b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.</p>
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PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
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PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<p><b>Clarifications:</b> An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<p><b>Clarifications:</b> Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<p><b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p>

- 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:

- 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.

MA.K12.MTR.5.1:

**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:

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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.  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.  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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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 Path: Section: Grades PreK to 12 Education

**Course Number:** 1505520

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Physical Education >

**SubSubject:** Team >

**Abbreviated Title:** VOLLEYBALL 3

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**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)

# Wrestling 1 (#1505550) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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-ID.1.2:	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. ★ <b>Clarifications:</b> 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.

## General Course Information and Notes

### GENERAL NOTES

#### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 1505550

**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 > **Abbreviated Title:** WRESTLING 1  
**Course Length:** Semester (S)  
**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course 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)

# Wrestling 1 (#1505550) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>



MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**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:

- 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.

MA.K12.MTR.5.1:

**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.

**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.

ELA.K12.EE.1.1:	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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <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.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### 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:** 1505550

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** WRESTLING 1

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Wrestling 2 (#1505560) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MAFS.912.A-REI.4.10:	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).
MAFS.912.S-ID.1.2:	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. ★ <b>Clarifications:</b> 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. 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.

## General Course Information and Notes

### GENERAL NOTES

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:** 1505560

**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 > **Abbreviated Title:** WRESTLING 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Course Length:** Semester (S)

**Course Level:** 2

**Graduation Requirement:** Physical Education

## Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

# Wrestling 2 (#1505560) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements. Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<b>Clarifications:</b> An example is placing a shot in an open area away from opponent.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. <b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	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:

- 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.

MA.K12.MTR.5.1:

**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:	<p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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.  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.  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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Number:** 1505560

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**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 >

**Abbreviated Title:** WRESTLING 2

**Course Length:** Semester (S)

**Course Level:** 2



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)

# HOPE-Physical Education Variation (#1506320) 2015 - 2022

(current)

## Course Standards

Name	Description
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
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.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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.3.5:	Identify the community 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.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.

	Apply the principles of training to personal fitness goals.
PE.912.L.4.5:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.14:	<b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
	Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.2:	<b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	<b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	<b>Clarifications:</b> Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	<b>Clarifications:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	<b>Clarifications:</b> 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.
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	<b>Clarifications:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	<b>Clarifications:</b> 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.
	Assess how the school and community can affect personal health practice and behaviors.

HE.912.C.2.3:	<p><b>Clarifications:</b> 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>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p><b>Clarifications:</b> 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>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p><b>Clarifications:</b> 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>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p><b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	<p><b>Clarifications:</b> Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p><b>Clarifications:</b> Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p><b>Clarifications:</b> Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p><b>Clarifications:</b> 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>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p><b>Clarifications:</b> 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>
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	<p><b>Clarifications:</b> 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>
LAFS.910.L.3.6:	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.
LAFS.910.RL.2.4:	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).
LAFS.910.SL.1.1:	<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"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	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. ★
MAFS.912.S-ID.1.2:	<p><b>Clarifications:</b> 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>

## 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

### 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

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course 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)

# HOPE-Physical Education Variation (#1506320) 2022 - And

Beyond

## Course Standards

Name	Description
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
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.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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.3.5:	Identify the community 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.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.

PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout. Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.14:	<b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities. <b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. <b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures. Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.2:	<b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. <b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. <b>Clarifications:</b> Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. <b>Clarifications:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. <b>Clarifications:</b> 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.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. <b>Clarifications:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. <b>Clarifications:</b> 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.
	Assess how the school and community can affect personal health practice and behaviors.

HE.912.C.2.3:	<p><b>Clarifications:</b> 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>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p><b>Clarifications:</b> 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>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p><b>Clarifications:</b> 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>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p><b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	<p><b>Clarifications:</b> Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p><b>Clarifications:</b> Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p><b>Clarifications:</b> Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p><b>Clarifications:</b> 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>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p><b>Clarifications:</b> 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>
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	<p><b>Clarifications:</b> 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>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>



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:

- 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.

MA.K12.MTR.5.1:

**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:	<p><b>Clarifications:</b>  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.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<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>
ELA.K12.EE.4.1:	<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.  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.  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>
ELA.K12.EE.5.1:	<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>
ELA.K12.EE.6.1:	<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>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## 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 >

**Number of Credits:** One (1) credit

**Abbreviated Title:** HOPE-PE V

**Course Type:** Core Academic Course

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Course Level:** 2

**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)

# HOPE-Physical Education (Core) (#3026010) 2015 - 2022 (current)

## Course Standards

Name	Description
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
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.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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.3.5:	Identify the community 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.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.

PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.14:	<b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
	Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.2:	<b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	<b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.4.4:	<b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.1:	<b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
	Generate alternatives to health-related issues or problems.
HE.912.B.5.2:	<b>Clarifications:</b> Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.3:	<b>Clarifications:</b> 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.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.4:	<b>Clarifications:</b> 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.
	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.1:	<b>Clarifications:</b> Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury

	prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. <b>Clarifications:</b> Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. <b>Clarifications:</b> 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.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. <b>Clarifications:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. <b>Clarifications:</b> 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.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. <b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. <b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. <b>Clarifications:</b> Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. <b>Clarifications:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. <b>Clarifications:</b> 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.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. <b>Clarifications:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. <b>Clarifications:</b> 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.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. <b>Clarifications:</b> Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. <b>Clarifications:</b> 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. <b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. <b>Clarifications:</b> Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.

	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<b>Clarifications:</b> Social conformity, self-discipline, and impulse vs. delayed gratification.
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<b>Clarifications:</b> Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<b>Clarifications:</b> 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.
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<b>Clarifications:</b> 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.
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	<b>Clarifications:</b> 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.
LAFS.910.L.3.6:	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.
LAFS.910.RL.2.4:	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).
	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.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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> <li>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.</li> </ol>
LAFS.910.W.3.8:	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.
LAFS.910.WHST.2.6:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	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. ★
MAFS.912.S-ID.1.2:	<b>Clarifications:</b> 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.

## 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 realize the full benefit of this course when it is taught with an integrated approach.

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
- First Aid/CPR
- Alcohol, Tobacco, and Drug Prevention
- Human Sexuality including Abstinence and HIV
- Internet Safety

## GENERAL NOTES

### 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:** 3026010

**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 >

**Abbreviated Title:** HOPE

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

## Educator Certifications

Health Education (Secondary Grades 7-12) Plus Physical Education (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12) Plus Physical Education (Elementary and Secondary Grades K-12)

Health Education (Secondary Grades 7-12) Plus Physical Education (Grades 6-12)

Family and Consumer Science (Grades 6-12) Plus Physical Education (Grades 6-12)

Health (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12)

Health (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12)



# HOPE-Physical Education (Core) (#3026010) 2022 - And Beyond

## Course Standards

Name	Description
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. <b>Clarifications:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <b>Clarifications:</b> Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity. <b>Clarifications:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity. <b>Clarifications:</b> Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. <b>Clarifications:</b> Some examples are weight-loss pills, food labels and exercise equipment.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels. <b>Clarifications:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
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.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. <b>Clarifications:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
PE.912.L.3.1:	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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. <b>Clarifications:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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.3.5:	Identify the community 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.
PE.912.L.4.1:	Design a personal fitness program. <b>Clarifications:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. <b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.

PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<b>Clarifications:</b> An example is performing plyometrics.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.14:	<b>Clarifications:</b> 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.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.16:	<b>Clarifications:</b> Some examples of training principles are overload, specificity and progression.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<b>Clarifications:</b> Some examples are balance, force and leverage.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<b>Clarifications:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<b>Clarifications:</b> 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 for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	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.
	Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	<b>Clarifications:</b> Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.4.2:	<b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	<b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.4.4:	<b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.1:	<b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
	Generate alternatives to health-related issues or problems.
HE.912.B.5.2:	<b>Clarifications:</b> Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.3:	<b>Clarifications:</b> 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.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.4:	<b>Clarifications:</b> 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.
	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.B.6.1:	<b>Clarifications:</b> Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury

	prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. <b>Clarifications:</b> Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. <b>Clarifications:</b> 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.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. <b>Clarifications:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. <b>Clarifications:</b> 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.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. <b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. <b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. <b>Clarifications:</b> Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. <b>Clarifications:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. <b>Clarifications:</b> 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.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. <b>Clarifications:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. <b>Clarifications:</b> 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.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. <b>Clarifications:</b> Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. <b>Clarifications:</b> 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. <b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. <b>Clarifications:</b> Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.

HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><b>Clarifications:</b> Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p><b>Clarifications:</b> Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p><b>Clarifications:</b> 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>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p><b>Clarifications:</b> 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>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p><b>Clarifications:</b> 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>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p>

- 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:

MA.K12.MTR.6.1:

- 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.

**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:

MA.K12.MTR.7.1:

- 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.

**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.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

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.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

ELA.K12.EE.4.1:	In kindergarten, students learn to listen to one another respectfully. 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.  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.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <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.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## 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 realize the full benefit of this course when it is taught with an integrated approach.

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
- First Aid/CPR
- Alcohol, Tobacco, and Drug Prevention
- Human Sexuality including Abstinence and HIV
- Internet Safety

### 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:** 3026010

**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 >

**Number of Credits:** One (1) credit

**Abbreviated Title:** HOPE

**Course Type:** Core Academic Course

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Course Level:** 2

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

**Graduation Requirement:** Physical Education

## Educator Certifications

Health Education (Secondary Grades 7-12) Plus Physical Education (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12) Plus Physical Education (Elementary and Secondary Grades K-12)

Health Education (Secondary Grades 7-12) Plus Physical Education (Grades 6-12)

Family and Consumer Science (Grades 6-12) Plus Physical Education (Grades 6-12)

Health (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12)

Health (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12)

# Cambridge Pre-AICE Physical Education IGCSE Level (#3026015) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

<b>Course Number:</b> 3026015	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Physical Education > <b>SubSubject:</b> Combined Courses >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> PRE-AICE PHYS ED IG
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>Advanced International Certificate of Education (AICE)</li></ul>
<b>Graduation Requirement:</b> Physical Education	<b>Course Level:</b> 3

### Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)



# Cambridge AICE Physical Education 1 AS Level (#3026020) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 3026020

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Physical Education

**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 >

**Abbreviated Title:** AICE PHYS ED 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Physical Education (Grades 6-12)

Physical Education (Elementary and Secondary Grades K-12)

Biology (Grades 6-12)

