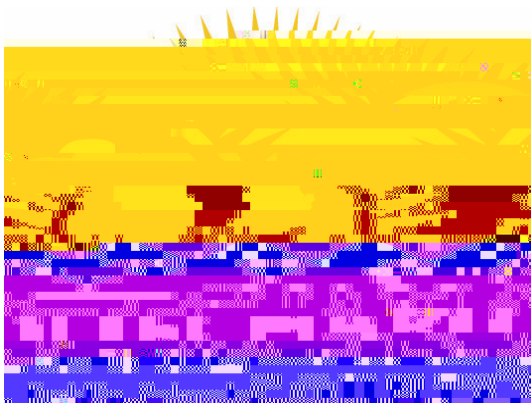


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HOPE-Physical Education Variation (#1506320)

2022- And Beyond (current)

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Course Standards

Name	Description
<u>PE.912.C.2.6:</u>	Compare and contrast the health-related benefits of various physical activities.
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warmup and cooldown activities.
<u>PE.912.C.2.8:</u>	Differentiate between the three different types of heat illnesses associated with fluid loss.
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or

<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.27:</u>	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness.
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.
<u>PE.912.L.4.1:</u>	Design a personal fitness program.
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.
<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals.
<u>PE.912.L.4.6:</u>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<u>PE.912.L.4.7:</u>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<u>PE.912.M.1.12:</u>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<u>PE.912.M.1.13:</u>	Perform a student-designed cardiorespiratory enhancing workout.
<u>PE.912.M.1.14:</u>	Utilize technology to assess, enhance and maintain health-related fitness levels.
<u>PE.912.M.1.15:</u>	Select and apply sport/activity specific warm-up and cool-down techniques.
<u>PE.912.M.1.16:</u>	Apply the principles of training and conditioning to accommodate

<u>PE.912.M.1.34:</u>	Demonstrate use of the mechanical principles as they apply to sports course activities.
<u>PE.912.M.1.35:</u>	Select proper equipment and apply appropriate safety procedures necessary for participation.
<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during competition.
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived.
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.
<u>HE.912.C.1.2:</u>	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
<u>HE.912.C.1.4:</u>	Propose strategies to reduce or prevent injuries and health problems.
<u>HE.912.C.1.5:</u>	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
<u>HE.912.C.1.7:</u>	

<u>HE.912.P.7.1:</u>	Analyze the role of individual responsibility in enhancing health.
<u>HE.912.P.7.2:</u>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

HE.912.P.8.1:

Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

x Progress from modeling problems with objects and drawings to using algorithms and equations.

x

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- x Connect mathematical concepts to everyday experiences.
- x Use models and methods to understand, represent and solve problems.
- x 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:

- x Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- x Challenge students to question the accuracy of their models and methods.
- x Support students as they validate conclusions by comparing them to the given situation.
- x 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 read or heard.

ELA.K12.EE.1.1:

	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.
<u>ELA.K12.EE.2.1:</u>	Read and comprehend grade-level complex texts proficiently. Clarifications: See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.
<u>ELA.K12.EE.3.1:</u>	

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

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.

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

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

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