

High School Physical Education Curriculum

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HIGH SCHOOL PHYSICAL EDUCATION PROGRAM

The benefits offered in our CCPS High School Physical Education program are:

We are constantly striving for world class excellence in our programs.

All high schools in CCPS have a gym, weight room and classroom/portable for inside activities and outside space with multiple fields, a track and tennis/basketball courts.

CCPS has only certified physical education instructors who are highly qualified to teach physical education courses.

The availability of one-on-one counseling concerning the benefits of high school physical education in CCPS is as follows:

Once a student has dropped to a grade of a “D”, that student will be counseled on an individual basis about the importance of fitness.

If the student does not improve, that student is counseled once again and the parent is contacted to inform them of their child’s lack of progress.

High School Curriculum Pacing Guides:

The pacing guides for the High School Curriculum are broken down into weekly units; however it is up to the individual teacher as to the exact length of time to spend on each activity/sport. All of the standards listed in the course descriptions for the particular course curriculum must be taught. Pacing guides are 49 Minutes unless identified as block pacing guides. The pacing guide topics are only suggestions as to the lessons to be covered.

The curriculum for High School Physical Education is organized in such a way to make teaching run smoothly.

There are various letters and numbers to guide a person through the Next Generation Sunshine State Standards. Each group of letters and/or numbers is separated by a dot or a period (.).

The letters PE represents Physical Education. The number directly following PE will be a 912. When directly following the PE, 912 represent grades 9-12.

For each course, four main ideas are addressed. These four ideas are called Strands but are also known as the “Body of Knowledge”. These four “Body of Knowledge” are labeled Movement Competency, Cognitive Abilities, Responsible Behavior and Values and Lifetime Fitness.

Strand or Body of Knowledge: M = Movement Competency:

Idea or Standard 1 = Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Strand or Body of Knowledge: C = Cognitive Abilities:

Idea or Standard 1 = Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Strand or Body of Knowledge: L = Lifetime Fitness:

Idea or Standard 1 = Participate regularly in physical activity.

Idea or Standard 2 = **Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.**

Strand or Body of Knowledge: R = Responsible Behavior and Values:

Idea or Standard 1 = **Exhibit responsible personal and social behavior that respects self and others in physical activity.**

Idea or Standard 2 = **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

The letter M represents Movement Competency. The letter C represents Cognitive Abilities. The letter L represents Lifetime Fitness. The letter R represents Responsible Behavior and Values.

The numbers next to the letters represent the standard for that particular “Body of Knowledge”.

The number 1 directly after M, C, L and R represents “Standard 1”.

For example, Standard 1 for Responsible Behavior and Values is R1 and represents: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

The next number after the Standard represents the course description for that particular standard. Course Descriptions are located at the end of the pacing guides of each course. There will be the benchmark code numbers for that course in the left column and the course description in the column to the right next to the code number.

All together, these numbers and course descriptions are the Benchmarks for that particular course. PE = Phys Ed and 912 represents grades 9-12. All benchmarks will be preceded by this combination unless it is a cross-curricular description from Language Arts (LA), Math (MA), etc.

Teacher Resources: Teachers must log on to ANGEL to access curriculum resources.

Instructional Guide: Adaptive Physical Education

Course Number:	1500300
Course Title:	Adaptive Physical Education IEP or 504 Plan
Abbreviated Title:	ADAP PE IEP OR 504
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	Must have IEP or 504 Plan
Category:	Adapted

*Note: Adaptive Physical Education benchmarks are to be use with all pacing guides for students with IEP or 504 Plan.

Adaptive Physical Education: Course Descriptions and Benchmark Numbers

RELATED BENCHMARKS (23):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating HIGH)
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.11	Explain how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.
PE.912.C.1.17	Assess physiological effects of exercise during and after physical activity.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.22	Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
PE.912.L.1.2	Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
PE.912.L.1.3	Participate in a variety of activities that promote effective stress management.
PE.912.L.2.4	Apply the principles of training and conditioning in accordance with personal goals.

- PE.912.L.2.7 Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
- PE.912.M.1.10 Apply sport specific skills in simulation and in real-life applications.
- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.
- PE.912.M.1.24 Apply a combination of complex movement patterns in a game setting.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

Adaptive Physical Education: Related Glossaries

RELATED GLOSSARIES:

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: AEROBICS 1

Subject Area:	Physical Education
Course Number:	1503400
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Fitness

Health Component Emphasized: Cardiorespiratory

The purpose of this course is to enable students to develop basic-level knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.

This course will contain but not limited to the following: safety practices, basic physiology of the cardiovascular system, basic anatomy of the muscles, correct techniques of executing exercises, high and low impact aerobics, use of various types of exercise equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardio respiratory fitness.

Aerobics 1: Pacing Guide

Topic / Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson / Information to be Covered	Resources (Log in to Angel to get the following resources))
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information Form and lesson plan Template on Angel
Identify safety issues Pre – Testing Goal Setting	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 <i>MA. 912.S.3.3(x-curricular)</i>	Go over safety issues pertaining to exercises, equipment and in general. Pre-test on 12 minute walk/run, step test, crunches, and push-ups, flexibility and body composition	Template for scoring form, explanation and results chart of the test.
Conditioning Identify correct body mechanics in basic exercises. Safety in exercising / sequences of workouts	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.30, M.1.34, M.1.35, C.1.7, C.1.24 R.1.3, R.1.4	Heart rate count: when, where and how. Warm-up: cardio-stretch / workout / cool-down / correct stretching	Heart rate charts. Print, laminate and post.

<p>Identify target heart Polar heart monitor (if applicable) and application.</p> <p>Identify cardio respiratory</p> <p>Identify basic body mechanics in exercising</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.14, M.1.19, M.1.34, M.1.35, C.1.15, C.1.16, C.1.2.3 L.1.1, R.1.3, R.1.4</p>	<p>Teach / perform basic steps in step- aerobics OR basic dance / rhythm movements.</p>	<p>Aerobic information. Routines.</p>
<p>Identify muscles of the body.</p> <p>Identify muscular endurance and strength</p> <p>Identify resistance training and safety. Identify correct body mechanics and techniques.</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4 <i>LA.910.1.6.1(x-curricular)</i></p>	<p>Cardio workout</p> <p>Upper body sculpture workout with dumbbells, body bars and / or with bands.</p> <p>Lower body sculpture work out with dumbbells, body bars and / or bands.</p> <p>Add new steps to basic steps in step- aerobics OR basic dance/rhythm movements.</p>	<p>Sculpture workouts and exercises can be found in Angel.</p>
<p>Identify core exercising and how it applies to everyday situations-functional training</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4 R1.5</p>	<p>Circuit training with stability balls, med balls OR with or without other equipment to concentrate on core.</p> <p>Basic dance/rhythm movements adding new steps transitions and directions to routine.</p>	<p>Circuit training cards can be found in Angel. BOSU and Body bar routines and exercises in Angel.</p>

<p>Identify caloric intake and expenditure.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3, R.1.4</p>	<p>Circuit training using the caloric intake / expenditure.</p> <p>Introduce BOSU or any other exercises and how it relates to core.</p> <p>BOSU or other core workout. Abdominal workouts.</p> <p>Basic aerobics, dance / rhythm movements adding new steps transitions / movement patterns to routine.</p>	<p>Circuit training cards can be found in Angel. BOSU and Body bar routines and exercises in Angel.</p>
<p>Identify and apply correct body mechanics as it applies to various exercises</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4</p>	<p>Circuit training using Kick-box circuit.</p> <p>Kick box aerobic routine Introduce medicine ball and exercises with the medicine ball or similar activity. Or similar drill.</p>	<p>Kick box circuits and routines- Med ball circuit and routines can be found in Angel.</p>

<p>Identify FITT Apply correct body mechanics to exercise.</p> <p>Analyze and interpret test scores.</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, L.2.4, R.1.3, R.1.4</p>	<p>Go over FITT Principle and how it relates to improvement on fitness testing.</p> <p>Repeat test on 12 minute walk / run, step test, crunches, and push-ups, flexibility and body composition</p> <p>Analyze progression. Steps in step-aerobics or basic dance / rhythm movements workouts using new movements.</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Analyze long-term benefits of exercising.</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, C.1.10, L.1.1, L.1.2, R.2.2, R.1.3, R.1.4</p>	<p>Circuit training / various equipment.</p> <p>Analyze/ discuss long-term benefits of all. Steps in step- aerobics or basic dance/rhythm movements workouts using new movements.</p> <p>Breathing and relaxation to combat stress.</p>	<p>Variety of routines for various equipment found on Angel.</p>
<p>Identify difference between aerobic exercising and anaerobic exercises</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.19, M.1.20, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.12, L.1.1, L.1.2, R.1.3, R.1.4</p>	<p>Relays, Sprints, Boot Camp, Plyometric & activities from various cultures.</p> <p>Steps in step- aerobics or basic dance/rhythm movements workouts using new movements, transitions and directions</p>	<p>Relays, Sprints, Boot Camp, Plyometric exercises on Angel.</p>

<p>Understand and apply correct terminology in dance</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.19, M.1.30, M.1.34, M.1.35, C.1.2, C.1.23, R.1.3, R.1.4 LA.910.1.6.1</p>	<p>Steps in step- aerobics or basic dance/rhythm movements workouts using new movements, Allow students to identify each movement by name</p>	<p>Step names for step aerobics found on Angel.</p>
<p>Understand and apply knowledge in creating a cardio routine with or without equipment taking into consideration diverse backgrounds and various levels of physical abilities</p>	<p>13th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.8, M.1.9, M.1.13, M.1.15, M.1.19, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, R.1.3, R.1.4 R.1.2 R.2.3</p>	<p>Students will get into small groups and put a cardio routine together with or without equipment using the sequences used in class. Each group will perform their routine for another group on a one group to one group basis.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Understand and apply knowledge in creating a muscular endurance routine with equipment taking into consideration various levels of physical abilities</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.8, M.1.12, M.1.15, M.1.19, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, R.1.3, R.1.2 R.1.4</p>	<p>Students get in groups to design a muscular endurance routine using exercises. Each group will perform their routine for another group on a one group to one group basis.</p>	<p>Templates and suggestions for developing routines on Angel.</p>

<p>Compare and contrast health-related benefits in various exercises in the aerobic course.</p> <p>Introduce how to design a dance, rhythm or step routine.</p> <p>Analyzing selection of music in the dance, rhythm or step routine.</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.6, M.1.19, M.1.30, M.1.34, M.1.35, C.1.5, C.1.6, R.1.3, R.1.4</p>	<p>Discussion of health related benefits in the various types of equipment while comparing and contrasting aerobic equipment.</p> <p>Give guidelines and rubric out to students for designing routines.</p> <p>Selection of music is done through the teacher’s music used in class.</p>	<p>Guideline and Rubric suggestions for aerobic/dance/rhythm routines on Angel.</p>
<p>Design a fitness program; dance, or step routine include diverse backgrounds with or without equipment.</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.8, M.1.9, M.1.13, M.1.15, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, C.1.4, C.1.19, L.2.1, R.1.2, R.1.3, R.2.3</p>	<p>Students will form their groups, design routine as a group then practice routine.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Demonstrate Improved fitness level.</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.17, M.1.7, M.1.9, M.1.15, M.1.20, M.1.30, M.1.34, M.1.35, L.2.1</p>	<p>After routine is completed, each group will perform for entire class.</p> <p>End of the year fitness testing to see improvement.</p>	<p>Guideline and Rubric suggestions for aerobic/dance/rhythm routines on Angel.</p>

<p>Make up for fitness test or make up for fitness routine.</p> <p>Review for written final</p> <p>Final exam</p> <p>Locker clean out</p>	<p>18th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>L.2.1</p>	<p>Make up work to be done.</p> <p>Hand out study sheets, discuss study sheets, and review terminology.</p> <p>Final written exam. Clean out lockers finalize.</p>	<p>Templates for test found on Angel.</p>
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Aerobics 1: Course Descriptions and Benchmark Numbers

Course Code	1503400
Course Title	Aerobics 1
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	AEROBICS 1
Course Section	Basic and Adult Education

Course Path: **Section:** Basic and Adult Education > **Grade Group:** Secondary
Grades 9-12 > **Subject:** Physical Education > **Sub-Subject:** Fitness

RELATED BENCHMARKS (21):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.2	Understand and apply terminology and etiquette in dance.
PE.912.C.1.5	Analyze the relationship between music and dance.
PE.912.C.1.15	Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

- PE.912.C.1.16 Explain the methods of monitoring levels of intensity during aerobic activity.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
- PE.912.L.1.2 Participate in a variety of activities that promote cardio respiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the 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 selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Aerobics 1: Related Glossaries

Keywords (5)

Definition

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Mean

There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median

When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.

Set

A set is a finite or infinite collection of distinct objects in which order has no significance.

Physical activity

Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: AEROBICS 2

Subject Area:	Physical Education
Course Number:	1503410
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	Aerobics 1
Category:	Fitness

Health Component Emphasized: Cardiorespiratory

The purpose of this course is to enable students to develop intermediate-level of knowledge pertaining to aerobic activities and fitness and to maintain or improve an individualized level of fitness.

This course will contain but not limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, correct techniques of executing exercises, high and low impact aerobics, use of various types of exercise equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardio respiratory fitness.

Aerobics 2: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources (Log in to Angel to get the following resources)
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information Form .and lesson plan Template on Angel
Identify safety issues Pre – Testing Goal Setting	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 MA.912.S.3.3 (x-curricular)	Go over safety issues pertaining to exercises, equipment and in general. Pre-test on 12 minute walk/run, step test, crunches, and push-ups, flexibility and body composition	Template for scoring form, explanation and results chart of the test.
Conditioning Identify correct body mechanics in basic exercises Safety in exercising Sequences of workouts	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.30, M.1.34, M.1.35, C.1.24 R.1.3, R.1.4, C.1.7	Heart rate count: when, where and how, Warm-up: cardio-stretch / workout / cool-down /correct stretching	Heart rate charts. Print, laminate and post.

<p>Identify target heart</p> <p>Polar heart monitor (if applicable) and application.</p> <p>Identify cardio respiratory.</p> <p>Identify basic body mechanics in exercising</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.14, M.1.19, M.1.34, M.1.35, C.1.15, C.1.16, C.1.17 L.1.1, R.1.3, R.1.4</p>	<p>Teach / perform basic steps in step-aerobics OR basic dance / rhythm movements.</p>	<p>Aerobic information. Routines.</p>
<p>Identify muscles of the body, identify muscular endurance and strength</p> <p>Identify resistance training and safety.</p> <p>Identify correct body mechanics and techniques.</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4</p> <p>LA.910.1.6.1 (x-curricular) LA.910.1.6.5 (x-curricular)</p>	<p>Cardio workout Upper body sculpture workout with dumbbells, body bars and/or with bands.</p> <p>Lower body sculpture work out with dumbbells, body bars and/or bands.</p> <p>Add new steps to basic steps in step-aerobics OR basic dance/rhythm movements.</p>	<p>Sculpture workouts and exercises can be found in Angel.</p>
<p>Identify core exercising and how it applies to everyday situations-functional training.</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6, R.1.3, R.1.4</p>	<p>Circuit training with stability balls, med balls OR with or without other equipment to concentrate on core.</p> <p>Basic dance/rhythm movements adding new steps transitions and directions to routine.</p>	<p>Circuit training cards can be found in Angel. BOSU and Body bar routines and exercises in Angel.</p>

<p>Identify caloric intake and expenditure.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3, R.1.4</p>	<p>Circuit training using the caloric intake/ expenditure Introduce BOSU or any other exercises and how it relates to core.</p> <p>BOSU or other core workout. Abdominal workouts.</p> <p>Basic aerobics, dance/ rhythm movements adding new steps transitions/ movement patterns to routine.</p>	<p>Circuit training cards can be found in Angel. BOSU and Body bar routines and exercises in Angel.</p>
<p>Identify and apply correct body mechanics as it applies to various exercises</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4</p>	<p>Circuit training using Kick-box circuit.</p> <p>Kick box aerobic routine</p> <p>Introduce medicine ball and exercises with the medicine ball or similar activity. Or similar drill.</p>	<p>Kick box circuits and routines- Med ball circuit and routines can be found in Angel.</p>
<p>Identify FITT Apply correct body mechanics to exercise.</p> <p>Analyze and interpret test scores.</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, L.2.4, R.1.3, R.1.4, C.1.16</p>	<p>Go over FITT Principle and how it relates to improvement on fitness testing.</p> <p>Repeat test on 12 minute walk / run, step test, crunches, and push-ups, flexibility and body composition.</p> <p>Analyze progression. Steps in step-aerobics or basic dance / rhythm movements workouts using new movements.</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>

<p>Analyze long-term benefits of exercising.</p> <p>Perform relaxation techniques and discuss</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, C.1.10, C.1.23, L.1.1, L.1.2, L.1.3, R.2.2, R.1.3, R.1.4</p>	<p>Circuit training / various equipment.</p> <p>Analyze / discuss long-term benefits of all. Steps in step- aerobics or basic dance / rhythm movements workouts using new movements.</p> <p>Breathing and relaxation to combat stress.</p>	<p>Variety of routines for various equipment found on Angel.</p>
<p>Identify difference between aerobic exercising and anaerobic exercises.</p> <p>Explore activities of other cultures.</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.19, M.1.20, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.12, L.1.1, L.1.2, R.1.3, R.1.4, R.2.3</p>	<p>Relays, Sprints, Boot Camp, Plyometric & activities from various cultures.</p> <p>Steps in step- aerobics or basic dance / rhythm movements workouts using new movements, transitions and directions</p>	<p>Relays, Sprints, Boot Camp, Plyometric exercises on Angel.</p>
<p>Understand and apply correct terminology in dance</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.19, M.1.30, M.1.34, M.1.35, C.1.2, C.1.23, R.1.3, R.1.4</p>	<p>Steps in step- aerobics or basic dance / rhythm movements workouts using new movements,</p> <p>Allow students to identify each movement by name</p>	<p>Step names for step aerobics found on Angel.</p>
<p>Understand and apply knowledge in creating a cardio routine with or without equipment</p>	<p>13th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.8, M.1.9, M.1.13, M.1.15, M.1.19, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, R.1.3, R.1.4</p>	<p>Students will get into small groups and put a cardio routine together with or without equipment using the sequences used in class.</p> <p>Each group will perform their routine for another group on a one group to one group basis.</p>	<p>Templates and suggestions for developing routines on Angel.</p>

<p>Understand and apply knowledge in creating a muscular endurance routine with equipment</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.8, M.1.12, M.1.15, M.1.19, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, R.1.3, R.1.4, R1.5</p>	<p>Students get in groups to design a muscular endurance routine using exercises.</p> <p>Each group will perform their routine for another group on a one group to one group basis.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Compare and contrast health-related benefits in various exercises in the aerobic course.</p> <p>Introduce how to design a dance, rhythm or step routine.</p> <p>Analyzing selection of music in the dance, rhythm or step routine.</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.6, M.1.19, M.1.30, M.1.34, M.1.35, C.1.5, C.1.6, R.1.3, R.1.4</p>	<p>Discussion of health related benefits in the various types of equipment while comparing and contrasting aerobic equipment.</p> <p>Give guidelines and rubric out to students for designing routines.</p> <p>Selection of music is done through the teacher’s music used in class.</p>	<p>Guideline and Rubric suggestions for aerobic/dance/rhythm routines on Angel.</p>
<p>Design a fitness program; dance, or step routine include diverse backgrounds with or without equipment.</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.8, M.1.9, M.1.13, M.1.15, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, C.1.4, C.1.19, L.2.1, R.1.2, R.1.3, R.1.4, R.2.3</p>	<p>Students will form their groups, design routine as a group then practice routine.</p>	<p>Templates and suggestions for developing routines on Angel.</p>

<p>Demonstrate Improved fitness level.</p> <p>Analyze data to evaluate, monitor and/or improve performance</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.17, M.1.7, M.1.8, M.1.9, M1.13,M.1.15, M.1.20, M.1.30, M.1.34, M.1.35, L.2.1</p>	<p>After routine is completed, each group will perform for entire class.</p> <p>End of the year fitness testing to see improvement.</p>	<p>Guideline and Rubric suggestions for aerobic/dance/rhythm routines on Angel.</p>
<p>Make up fitness test or fitness routine.</p> <p>Review for written final</p> <p>Final exam</p> <p>Locker clean out</p>	<p>18th week Approximately five – 49 minute periods of time to complete</p>	<p>L.2.1</p>	<p>Make up work to be done.</p> <p>Hand out study sheets, discuss study sheets, and review terminology.</p> <p>Final written exam.</p> <p>Clean out lockers finalize.</p>	<p>Templates for test found on Angel.</p>

Aerobics 2: Course Descriptions and Benchmark Numbers

Course Code	1503410
Course Title	Aerobics 2
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	AEROBICS 2
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (31):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.12	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.1.15	Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

- PE.912.C.1.16 Explain the methods of monitoring levels of intensity during aerobic activity.
- PE.912.C.1.17 Assess physiological effects of exercise during and after physical activity.
- PE.912.C.1.19 Choreograph complex sequences alone, with a partner, or in a small group.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
- PE.912.L.1.2 Participate in a variety of activities that promote cardio respiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the 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 and with correct technique.
- 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.
- PE.912.M.1.13 Perform a student designed cardio respiratory enhancing workout.
- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- 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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Aerobics 2: Related Glossaries

Keywords (5)

Definition

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Mean

There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median

When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.

Set

A set is a finite or infinite collection of distinct objects in which order has no significance.

Physical activity

Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: AEROBICS 3

Subject Area:	Physical Education
Course Number:	1503420
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	Aerobics 2
Category:	Fitness

Health Component Emphasized: Cardiorespiratory

The purpose of this course is to enable students to develop as much knowledge as possible pertaining to aerobic activities and fitness and to maintain or improve an individualized level of fitness.

This course will contain but not limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, correct techniques of executing exercises, high and low impact aerobics, use of various types of exercise equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of Cardiorespiratory fitness.

Aerobics 3: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources (Log in to Angel to get the following resources)
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information Form .and lesson plan Template on Angel
Identify safety issues Pre – Testing Goal Setting	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 MA.912.S.3.3 (x- curricular)	Go over safety issues pertaining to exercises, equipment and in general. Pre-test on 12 minute walk/run, step test, crunches, and push-ups, flexibility and body composition	Template for scoring form, explanation and results chart of the test.
Conditioning Identify correct body mechanics in basic exercises Safety in exercising / sequences of workouts	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.30, M.1.34, M.1.35, C.1.7, C.1.24, R.1.3, R.1.4	Heart rate count: when, where and how. Warm-up: cardio-stretch / workout / cool-down / correct stretching	Heart rate charts. Print, lamine and post.
Identify target heart/ Polar heart monitor (if applicable) Identify cardio respiratory Identify basic body mechanics in exercising	4 th Week Approximately five – 49 minute periods of time to complete	M.1.14, M.1.19, M.1.34, M.1.35, C.1.15, C.1.16, L.1.1, R.1.3, R.1.4	Teach / perform basic steps in step- aerobics OR basic dance / rhythm movements.	Aerobic information. Routines.

<p>Identify muscles of the body</p> <p>Identify muscular endurance and strength</p> <p>Identify resistance training and safety.</p> <p>Identify correct body mechanics and techniques.</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4 LA.910.1.6.5 (x-curricular)</p>	<p>Cardio workout</p> <p>Upper body sculpture workout with dumbbells, body bars and/or with bands. Lower body sculpture work out with dumbbells, body bars and / or bands.</p> <p>Add new steps to basic steps in step- aerobics OR basic dance / rhythm movements.</p>	<p>Sculpture workouts and exercises can be found in Angel.</p>
<p>Identify core exercising and how it applies to everyday situations-functional training.</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6, R.1.3, R.1.4</p>	<p>Circuit training with stability balls, med balls OR with or without other equipment to concentrate on core.</p> <p>Basic dance / rhythm movements adding new steps transitions and directions to routine.</p>	<p>Circuit training cards can be found in Angel. BOSU and Body bar routines and exercises in Angel.</p>
<p>Identify caloric intake and expenditure.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3, R.1.4</p>	<p>Circuit training using the caloric intake / expenditure Introduce BOSU or any other exercises and how it relates to core. BOSU or other core workout.</p> <p>Abdominal workouts.</p> <p>Basic aerobics, dance / rhythm movements adding new steps transitions / movement patterns to routine.</p>	<p>Circuit training cards can be found in Angel. BOSU and Body bar routines and exercises in Angel.</p>

<p>Identify and apply correct body mechanics as it applies to various exercises</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.7, M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4</p>	<p>Circuit training using Kick-box circuit.</p> <p>Kick box aerobic routine</p> <p>Introduce medicine ball and exercises with the medicine ball or similar activity. Or similar drill.</p>	<p>Kick box circuits and routines- Med ball circuit and routines can be found in Angel.</p>
<p>Identify FITT Apply correct body mechanics to exercise. Analyze and interpret test scores.</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, L.2.4, R.1.3, R.1.4</p>	<p>Go over FITT Principle and how it relates to improvement on fitness testing.</p> <p>Repeat test on 12 minute walk / run, step test, crunches, and push-ups, flexibility and body composition</p> <p>Analyze progression. Steps in step- aerobics or basic dance / rhythm movements workouts using new movements.</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Analyze long-term benefits of exercising. Perform relaxation techniques and discuss</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.30, M.1.34, M.1.35, C.1.10, C.1.23, L.1.1, L.1.2, L.1.3, R.2.2, R.1.3, R.1.4</p>	<p>Circuit training / various equipment.</p> <p>Analyze / discuss long-term benefits of all.</p> <p>Steps in step- aerobics or basic dance / rhythm movements workouts using new movements.</p> <p>Breathing and relaxation to combat stress.</p>	<p>Variety of routines for various equipment found on Angel.</p>

<p>Identify difference between aerobic exercising and anaerobic exercises.</p> <p>Explore activities of other cultures.</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.19, M.1.20, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.12, L.1.1, L.1.2, R.1. 2, R.1.3, R.1.4, R.2.3</p>	<p>Relays, Sprints, Boot Camp, Plyometric & activities from various cultures.</p> <p>Steps in step- aerobics or basic dance / rhythm movements workouts using new movements, transitions and directions</p>	<p>Relays, Sprints, Boot Camp, Plyometric exercises on Angel.</p>
<p>Understand and apply correct terminology in dance</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.19, M.1.30, M.1.34, M.1.35, C.1.2, C.1.23, R.1.3, R.1.4</p>	<p>Steps in step- aerobics or basic dance / rhythm movements workouts using new movements,</p> <p>Allow students to identify each movement by name</p>	<p>Step names for step aerobics found on Angel.</p>
<p>Understand and apply knowledge in creating a cardio routine with or without equipment</p>	<p>13th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.7, M.1.8, M.1.9, M.1.13, M.1.15, M.1.19, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, R.1.3, R.1.4</p>	<p>Students will get into small groups and put a cardio routine together with or without equipment using the sequences used in class.</p> <p>Each group will perform their routine for another group on a one group to one group basis.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Understand and apply knowledge in creating a muscular endurance routine with equipment</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.8, M.1.12, M.1.15, M.1.19, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, R.1.3, R.1.4, R1.5</p>	<p>Students get in groups to design a muscular endurance routine using exercises.</p> <p>Each group will perform their routine for another group on a one group to one group basis.</p>	<p>Templates and suggestions for developing routines on Angel.</p>

<p>Compare and contrast health-related benefits in various exercises in the aerobic course.</p> <p>Introduce how to design a dance, rhythm or step routine.</p> <p>Analyzing selection of music in the dance, rhythm or step routine.</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.6, M.1.8, M.1.19, M.1.30, M.1.34, M.1.35, C.1.5, C.1.6, R.1.3, R.1.4</p>	<p>Discussion of health related benefits in the various types of equipment while comparing and contrasting the equipment.</p> <p>Give guidelines and rubric out to students for designing routines. Selection of music is done through the teacher’s music used in class.</p>	<p>Guideline and Rubric suggestions for aerobic/dance/rhythm routines on Angel.</p>
<p>Design a fitness program; dance, or step routine include diverse backgrounds with or without equipment.</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.7, M.1.8, M.1.9, M.1.13, M.1.15, M.1.20, M.1.30, M.1.34, M.1.35, C.1.2, C.1.3, C.1.4, C.1.19, L.2.1, R.1.2, R.1.3, R.2.3</p>	<p>Students will form their groups, design routine as a group then practice routine.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Demonstrate Improved fitness level.</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.17, C.1.23, M.1.7, M.1.9, M.1.15, M.1.20, M.1.30, M.1.34, M.1.35, L.2.1</p>	<p>After routine is completed, each group will perform for entire class.</p> <p>End of the year fitness testing to see improvement.</p>	<p>Guideline and Rubric suggestions for aerobic/dance/rhythm routines on Angel.</p>
<p>Make up fitness test or fitness routine.</p> <p>Review for written final</p> <p>Final exam</p> <p>Locker clean out</p>	<p>18th week Approximately five – 49 minute periods of time to complete</p>	<p>L.2.1</p>	<p>Make up work to be done.</p> <p>Hand out study sheets, discuss study sheets, and review terminology.</p> <p>Final written exam.</p> <p>Clean out lockers finalize.</p>	<p>Templates for test found on Angel.</p>

Aerobics 3: Course Descriptions and Benchmark Numbers

Course Code	1503420
Course Title	Aerobics 3
Course Level	3
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	AEROBICS 3
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (29):

Benchmark	Description
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.4	Choreograph complex dance sequences alone, with a partner, or in a small group.
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.12	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.1.17	Assess physiological effects of exercise during and after physical activity.
PE.912.C.1.19	Choreograph complex sequences alone, with a partner, or in a small group.

- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- 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 and with correct technique.
- 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.
- 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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Aerobics 3: Related Glossaries

Keywords(5)

Definition

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Mean

There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median

When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.

Set

A set is a finite or infinite collection of distinct objects in which order has no significance.

Physical activity

Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: BASKETBALL

Subject Area:	Physical Education
Course Number:	1503310
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to develop knowledge and skills in basketball, and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of basketball, sportsmanship, correct techniques in performing skills, strategies, officiating, organizing and administration of basketball activities, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

Basketball: Pacing Guide

Topic / Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson /Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	C.1.9, C.1.14, C.1.22, C.1.25,	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety/Extreme weather and/or environmental conditions. Fitness Tests-Health/Skill Related Fitness Conditioning Medical History	Can be located on Angel
Importance of basketball as a lifelong activity. History of basketball	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.34, M.1.35, C.1.7, C.1.9, C.1.21, C.1.25, R.2.3, L.1.6 MA.912.A.10.1 (x-curricular)	History of Basketball / Handout Cooperative Activity-Successful Basketball Players and Their Lifestyles Diagram / Chart to be used to solve problem- solving strategies throughout the course Discussion on lifelong benefits Discuss and perform warm-up / cool down to be used for basketball and course.	Basic Basketball History on Angel

Rules and terminology	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, M.1.25, M.1.34, M.1.35, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4 LA.912.1.6.1 <i>(x-curricular)</i>	Rules of Play / Handout Vocabulary List National Federation of High School Basketball Rulebook	Video-Know the Rules of the Game Sports Rules Book Human Kinetics Thomas Hanlon
Sportsmanship/ positive attitude	4th Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.20, C.1.25, L.1.1, R.1.3, R.1.4	Discussion on Attitude / Sportsmanship Acknowledge positive behavior and how conflicts can be resolved. Handshakes Examples and Non-Examples	
Physical Fitness value derived from participation	5th Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.34, M.1.35, C.1.16, C.1.20, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5	Lecture and Discussion on basketball and its relationship to fitness Medicine Ball BOSU Rope Skip Conditioning Drills	See Angel for dills and conditioning

<p>Understand and apply physiological principles</p>	<p>6th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M.1.12, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.16, C.1.17, C.1.24, C.1.25, C.1.26, L.1.1, L.1.6, R.1.3, R.1.4, R.1.5</p>	<p>Lecture and Discussion / Application of Basketball Skills to Physiological Principles Fitness Runs Jump-ups Circuit Training Spot Drills</p> <p>Discuss risk factors that may affect physical activity throughout life</p>	<p>See Angel for dills and conditioning</p>
<p>Understand the social skills derived from participation</p>	<p>7th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M .1.16, M.1.19, M.1.24, M.1.25, M.1.32, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, L.1.1, L.1.4, L.1.5, R.1.3, R.1.2, R.1.4, R.1.5</p>	<p>Group Activities Machine - Passing Drill Team Relays Around the World Knockout Cut-Throat</p> <p>Use strategies for including persons of diverse backgrounds and abilities.</p> <p>Encourage the use of community participation by organizing after school tournaments at school and/or in the community</p>	

<p>Skills Shooting</p>	<p>8th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.3, C.1.23, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>B.E.E.F.(Balance, Eyes, Elbows, Follow-Through) Progression Eight-Foot Shot Partner Shooting Chair Shoot Team Around the World Lay-ups (Demonstration of proper lane to the basket, using the low block as aim point, proper foot take-off and body extension) Right hand lay-ups Left hand lay-ups</p> <p>Students will video tape each other to analyze data and mechanical principles in order to improve performance</p>	<p>Video or digital camera</p>
<p>Skills Dribbling</p>	<p>9th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.23, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Demonstration of Proper Form Eyes Up Drill Right Hand-Left Hand Cone Drill</p> <p>Students will video tape each other to analyze data and mechanical principles in order to improve performance</p>	<p>Video or digital camera</p>
<p>Skills Ball Handling</p>	<p>10th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M1.15, M.1.16, M.1.19, M.1.24, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, R.1.3, R.1.4, R.1.5</p>	<p>Demonstration of Proper Form Ball Smack Up and Down Round and Round Figure-8 Shuffle</p>	

<p>Skills Passing</p>	<p>11th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, R.1.3, R.1.4, R.1.5</p>	<p>Demonstration of Different Types and Proper Mechanics</p> <p>Two Hand Chest Pass Two Hand Bounce Pass Baseball Pass Two Hand over the head Step Right Bounce Pass and Step Left Bounce Pass</p>	
<p>Skills Rebounding</p>	<p>12th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.33, M.1.34, M.1.35, M.1.30, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Demonstration on Proper Position</p> <p>Discussion of how desire and attitude are related to success</p> <p>Timing of missed Shot Blocking Out Touch, Block out, go get the ball</p>	
<p>Skills Defense</p>	<p>13th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.33, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Discussion of how desire and attitude are related to becoming a good defensive player</p> <p>Proper Position Stance One on One Two on Two Three on Three Four on Four Five on Five</p>	

<p>Skills Offense</p>	<p>14th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.33, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Demonstration of proper positioning Movement with the ball Movement without the ball One on One Two on Two Three on Three Four on Four Five on Five Screening Techniques</p>	
<p>Testing</p>	<p>15th Week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.14, C.1.22 ,C.1.25, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Skill and / or Health-Related Fitness Testing Health to see improvement</p>	
<p>Understanding team play and game strategies</p>	<p>16th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M1.15, M.1.16, M.1.19, M.1.24,M.1.25, M.1.26, M.1.33, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5, R.2.3</p>	<p>Half-court game offense Half-court game defense Transition game Movement with the ball Movement without the ball Out of bounds situations Situational Practice</p> <p>Explore games and sports of other cultures as it relates to basketball</p> <p>Identifying different zones</p> <p>Differentiate between man to man and zone</p>	

Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.33, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5C.1.6, C.1.10	Student Generated questions Questions from handouts Situational questions Skill demonstration	Basic Information on Angel
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.33, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill demonstration Demonstration retained knowledge	

Basketball: Course Descriptions and Benchmark Numbers

Course Code	1503310
Course Title	Basketball
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	BASKETBALL
Course Section	Basic and Adult Education

Course Path: **Section:** Basic and Adult Education > **Grade Group:** Secondary Grades 9-12 > **Subject:** Physical Education > **Sub-Subject:** Team >

Benchmark

Description

LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.22	Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.

- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.24 Analyze the mechanical principles as they apply to specific course activities.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the 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.
- PE.912.M.1.15 Select and apply sports/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 the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.1.30 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Basketball: Related Glossaries

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: CARE AND PREVENTION OF ATHLETIC INJURIES

Subject Area:	Physical Education
Course Number:	1502490
Grade Level:	10 – 12
Credit:	0.5
Prerequisite:	HOPE
Category:	General

Fitness Components Emphasized: Health-related component of fitness.

The purpose of this course is to enable students to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care, and rehabilitation of athletic injuries.

The content should include, but not be limited to the following: safety practices, rules, terminology, history of the sports/activities, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and fitness assessments.

The content of the course should include but not limited to such things as injury prevention, anatomy and physiology related to athletic injuries, conditioning methods, identification, management, rehabilitation, athletic training, career opportunities, benefits of knowing issues pertaining to athletic injuries.

The purpose of this course is to acquire knowledge and skills relating to the nature, prevention, care, and rehabilitation of athletic injuries for current and future recreational pursuits.

Intended outcomes, after successfully completing this course, the student will:

1. Understand the importance of prevention, care, and rehabilitation of injuries that result from recreational and sports participation.
2. Exhibit a basic understanding of anatomy and physiology as related to athletic injuries.
3. Exhibit a basic understanding of injuries and courses of treatment, management, and rehabilitation.
4. Understand and use proper techniques in the prevention, care, and rehabilitation of injuries that result from recreational and sports participation.
5. Understand proper methods of conditioning.
6. Understand the field aspects of athletic training.

Special Note: This is not an interscholastic activity.

Care and Prevention of Athletic Injuries: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.16, M.1.34, M.1.35, C.1. 9, C.1.14, <i>MA.912.A.10.1</i> <i>(x-curricular)</i>	Rules and Regulations / Safety / Extreme weather and / or environmental conditions. Fitness Tests-Health Skill Related Fitness Problem solving strategies in relation to injury prevention discussed	See Angel for Fitness Testing
Foundations Training/History Physical Conditioning	3rd Week 1 st Approximately five – 49 minute periods of time to complete	<i>LA.910.1.6.1</i> <i>(x-curricular)</i> <i>LA.910.5.2.5</i> <i>(x-curricular)</i>	Vocabulary introduced and taught Students will research information that integrates with media into a presentation for oral communication	Textbook: Essentials of Athletic Training by Daniel Arnhiem
Injury Prevention Warm-up Cool Down Physical Conditioning	4th Week Approximately five – 49 minute periods of time to complete	C.1.7, C.1.17	Correct Warm-up Cool-Down to be used in course	

<p>Safety/Activity</p> <p>Protective Sports Devices</p> <p>Heat Illnesses</p>	<p>5th Week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.8, C.1.9, L.1.6</p>	<p>Safety precautions discussed</p> <p>Heat Illnesses are explored and learned</p> <p>Know the risk factors that may affect physical activity throughout life.</p>	<p>Circuit Training Activity</p>
<p>Nutrition</p> <p>Fitness Conditioning</p>	<p>6th Week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.13,</p>	<p>Food Pyramid Circuit</p> <p>Discussion on Nutrition</p> <p>Med Ball Conditioning</p>	
<p>FITT</p> <p>Benefits of Physical Activity</p> <p>Health Components of Fitness</p> <p>Cardio workout</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.10, C.1.11, C.1.17, L.2.6</p>	<p>Analyze long term benefits of participation in regular physical activities</p> <p>Analyze, discuss and explain how each health related component of fitness is improved through the application of training principles</p> <p>Discuss physiological effects of exercise during and after activity</p> <p>Boot Camp Conditioning</p>	
<p>Mechanical Corrections and Detections</p> <p>Conditioning</p>	<p>8th week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.23, C.1.26, M.1.14, M1.34</p>	<p>Students will video tape each other’s skill patterns in order to detect and correct mechanical errors.</p> <p>Students will demonstrate improvements of mechanical principles.</p> <p>Strength conditioning with weight training</p>	

<p>Activities</p> <p>Role of Activities in Other Cultures</p> <p>Characteristics, & Classification of Sports Injuries</p>	<p>9^h week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.35, R1.4, R.1.5, R.2.3</p>	<p>Explore the role of activities in other cultures</p> <p>Variety of Fitness and Sports Activities</p>	
<p>Selected Emergency Procedures</p> <p>CPR</p>	<p>10th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.17</p>	<p>Vary fitness conditioning prior to application of lesson.</p> <p>Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual / dual sports</p> <p>Demonstrate the basic CPR procedures</p>	
<p>Healing & Follow- Up Care</p>	<p>11th and 12th week</p> <p>Approximately ten – 49 minute periods of time to complete</p>	<p>M.1.34,M.1.35, R.1.4, R.1.5, C.1.11,</p>	<p>Vary fitness conditioning prior to application of lesson.</p> <p>Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual / dual sports</p>	
<p>Wound Dressing & Bandaging</p>	<p>13th and 14th week</p> <p>Approximately five – 49 minute periods of time to</p>	<p>M.1.34,M.1.35, R.1.4, R.1.5, C.1.11,</p>	<p>Vary fitness conditioning prior to application of lesson.</p> <p>Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual / dual sports</p>	

<p>Taping</p> <p>Foot, Ankle, Lower Leg, Knee & Related Structures</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.34,M.1.35, R.1.4, R.1.5, C.1.11,</p>	<p>Vary fitness conditioning prior to application of lesson.</p> <p>Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual / dual sports</p>	
<p>Taping</p> <p>Thigh, Hip, Groin, Pelvis, Abdomen, Thorax, Low Back, Upper Spine</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.34,M.1.35, R.1.4, R.1.5, C.1.11,</p>	<p>Vary fitness conditioning prior to application of lesson.</p> <p>Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual / dual sports</p>	
<p>Taping</p> <p>Head and Face, Shoulder, Complex Upper Arm</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.34,M.1.35, R.1.4, R.1.5, C.1.11,</p>	<p>Vary fitness conditioning prior to application of lesson. Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual/dual sports</p>	
<p>Review and Final Exams</p>	<p>18^h week Approximately five – 49 minute periods of time to complete</p>		<p>Sample questions from each unit</p> <p>Student generated questions</p>	

Care and Prevention of Athletic Injuries: Course Descriptions and Benchmark Numbers

Course Code	1502490
Course Title	Care and Prevention of Athletic Injuries
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	CARE/PREV OF ATH INJ
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: General >

RELATED BENCHMARKS (22):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly
LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.8	Differentiate between the three different types of heat illnesses associated with fluid loss
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.

- PE.912.C.1.11 Explain how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.
- PE.912.C.1.17 Assess physiological effects of exercise during and after physical activity.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.6 Analyze health-related problems associated with inadequate levels of Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Care and Prevention of Athletic Injuries: Related Glossaries

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: COMPREHENSIVE FITNESS

Subject Area:	Physical Education
Course Number:	1501390
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	10 – 12
Credit:	0.5
Prerequisite:	HOPE Course
Category:	Fitness

Health Component Emphasized: Cardiorespiratory & Muscular Strength/Endurance

The purpose of this course is to enable students to develop an understanding of fitness concepts and design a personal fitness program while developing an individualized level of health-related activities.

This course will contain but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, correct techniques of executing exercises, use of various types of exercise and fitness equipment, fitness assessments, personal and group fitness exercises/activities, nutrition, consumer issues, benefits of participation, design and implementation of a personal fitness program.

This will be based on combined knowledge acquired in a HOPE and an aerobic course or a HOPE and a weight training course

Comprehensive Fitness: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25 C.1.28	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms Go over rules associated with the course activities.	Templates for: Syllabus/Brochure, Information form and lesson plan templates on Angel.
Identify safety issues Pre – Testing/Goal Setting for fitness improvement Explain methods of monitoring levels of intensity during aerobic activities.	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.14, M.1.34, M.1.35, C.1.15, C.1.23, C.1.25, R.1.3, R.1.4, R.1.5	Discuss safety issues pertaining to exercises, equipment and safety in general. Pre-test on 12 minute walk/run, push-ups crunches or max weight lifts on core lifts. Review heart rate checks. Use technology to analyze data to evaluate and monitor.	Template for scoring form, test explanation and results chart of the test. 1 rep max on Angel

<p>Designing a Fitness Routine/Goal setting as it relates to designing a routine</p> <p>Calculate individual target heart rate and analyze how to adjust intensity.</p>	<p>3rd Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.12, M.1.19, M.1.33, M.1.34, M.1.35, L.1.1, L.1.2, L.2.1, L.2.2, L.2.3, L.2.7, C.1.16, R.1.3,R.1.4, R.1.5</p> <p>MA.912.S.3.3 (x-curricular)</p>	<p>Goal setting, using a fitness journal/ selection of activities. Review basic core exercises and application to everyday movements.</p> <p>Use a variety of equipment. Med / stability balls, bands, BOSU, etc.</p> <p>Circuit training.</p> <p>Review of floor exercises. Practical application.</p> <p>Concentrate on correct techniques and body mechanics during practical application exercises.</p> <p>Concentrate on complex motor skills with med balls/ stability balls, etc. to improve performance.</p>	<p>See Power points on Angel.</p> <p>Circuit training on various pieces of workout equipment.</p>
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<p>Body Mechanics</p> <p>Warm-Up/Cool/Down</p> <p>Training muscle groups.</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.19, M.1.34, M.1.35, C.1.26, C.1.33, C.2.4, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Review of muscular fitness exercises.</p> <p>Concentrate on correct techniques and body mechanics during practical application.</p> <p>Circuit training weight training workout.</p> <p>Muscular strength/endurance and correlation to training.</p> <p>Choose endurance and/or strength exercises to use in workout.</p> <p>Plyometric circuit to improve complex motor skills.</p> <p>Discuss warm-up/cool down and importance</p>	<p>All circuit trainings on Angel.</p>
<p>Identify muscles of the body, muscular endurance and strength</p> <p>Training muscle groups.</p>	<p>5th week Approximately five – 49 minute periods of time to complete.</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p> <p>LA.910.1.6.1 (x-curricular)</p>	<p>Power Point Presentation on “Muscles of the Body” or muscle video.</p> <p>Re-enforce identification of muscles.</p> <p>Quiz.</p> <p>Discuss which exercises work which muscles.</p> <p>Use weight training form and create a five day work out for 3 weeks do using a spreadsheet.</p> <p>Practical Application.</p>	<p>Power points can be found in Angel.</p>

<p>Nutrition and Muscles</p> <p>Training muscle groups.</p>	<p>6th week Approximately five – 49 minute periods of time to complete.</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p> <p>LA.910.1.6.1 (x-curricular)</p>	<p>Discussion on nutrition.</p> <p>Power point presentation or video on Fitness and Wellness and or Fitness and Nutrition.</p> <p>Discussion on food and how it relates to exercise.</p> <p>Record food consumption in journal. Circuit training on nutrition or caloric intake/output.</p> <p>Create a food plan to go with a workout. Use the five day work out plan for class activity. Work with a partner.</p>	<p>Circuit Training on calorie intake/out-take. Power Point presentation. See Angel. Chapter on Nutrition in Personal Fitness Textbook- Roberta Stokes</p>
<p>Cardio</p> <p>Training muscle groups.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.15, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Discuss cardio respiratory system and how it applies to exercise.</p> <p>Circuit train using a cardio- muscular fitness circuit.</p> <p>Pulse check.</p> <p>Use the five day work out plan for class activity.</p> <p>Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook Cardio power point found on Angel. All round circuit found on Angel</p>
<p>Anatomy</p> <p>Training muscle groups</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Discuss in detail the anatomy of muscles. Use the five day work out plan for class activity.</p> <p>Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook Muscle Anatomy Power Point in Angel</p>

<p style="text-align: center;">FITT</p> <p style="text-align: center;">Training muscle groups</p>	<p style="text-align: center;">9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, L.2.4, R.1.3, R.1.4, R.1.5</p>	<p>Go over FITT Principle and how it relates to improvement on muscular strength and endurance.</p> <p>Repeat test on 12 minute walk / run, step test, crunches, and push-ups or max-outs.</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Flexibility in a fitness routine.</p> <p style="text-align: center;">Training muscle groups</p> <p style="text-align: center;">Stress Management</p>	<p style="text-align: center;">10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.7, L.1.1, L.1.2, L.1.3, R.1.3,R.1.4, R.1.5</p>	<p>Stretches and how it relates to a fitness program.</p> <p>Detail discussions about warm-up / cool down.</p> <p>Practical application.</p> <p>Create a new 5 day workout routine for muscular fitness. This will be a 6 week workout plan.</p> <p>Student decides which cardio to use.</p> <p>Breathing exercises. Discussion on stress management.</p>	<p>Use HOPE Textbook as supplement for Flexibility and stress management. Also so see Power points on each of these topics found on Angel.</p>

<p>Supplements</p> <p>Training muscle groups</p> <p>Explore activities used in other cultures</p>	<p>11th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5, R.2.3</p>	<p>Discussion on supplements, steroids, alcohol and tobacco.</p> <p>Discuss activities and explore the role of these activities in other cultures.</p> <p>Use the five day work out plan for class activity.</p> <p>Cardio. Core with or without equipment.</p> <p>Work with partner.</p>	<p>Fitness for Life Textbook</p> <p>Power point on Lifelong Fitness</p>
<p>Safety Tips</p> <p>Training muscle groups</p>	<p>12th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.8, C.1.9, L.1.1, L.1.2, L.1.6, R.1.3, R.1.4, R.1.5</p>	<p>Discussion on fluid replacement, exercise clothing, a heat related illnesses and heat index as it relates to exercise.</p> <p>Use the five day work out plan for class activity.</p> <p>Cardio. Core with or without equipment.</p> <p>Work with partner.</p>	<p>Fitness for Life Textbook</p> <p>Power point on Exercising Safely</p>
<p>Training muscle groups</p>	<p>13th week</p> <p>Approximately five – 49 minute periods of time</p>	<p>M.1.5, M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, R.1.3, R.1.4, R.1.5</p>	<p>Use the five day work out plan for class activity.</p> <p>Cardio. Core with or without equipment.</p> <p>Work with partner.</p>	<p>Fitness for Life Textbook</p>

<p>Analyze long-term benefits of exercising.</p> <p>Training muscle groups</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.10, L.1.1, R.1.3,R.1.4, R.1.5 L.1.2, L.2.7</p>	<p>Discussion of long tem benefits of exercising. Use the five day work out plan for class activity.</p> <p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p> <p>Cardio. Core with or without equipment. Work with partner.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Training muscle groups</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2,</p>	<p>Use the five day work out plan for class activity.</p> <p>Cardio. Core with or without equipment. Work with partner.</p>	<p>Design chart on computer</p>
<p>Consumer Issues</p> <p>Training muscle groups</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.18, L.1.1, L.1.2, L.2.5, R.1.3,R.1.4, R.1.5 LA.910.5.2.5 (x-curricular)</p>	<p>Discuss Consumer Issues. Use the five day work out plan for class activity.</p> <p>Cardio. Core with or without equipment. Work with partner.</p> <p>Begin researching and information for a presentation on fitness.</p>	<p>See Consumer Issues in Personal Fitness Textbook- Roberta Stokes</p>

<p>Personal Trainer</p> <p>Routine Designer</p> <p>Demonstrate Improved fitness level.</p>	<p>17th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.12, M.1.13, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, L.1.1, L.1.2, L.2.1, L.2.7, R.2.2, R.1.3,R.1.4, R.1.5</p> <p>LA.910.5.2.5 (x-curricular)</p>	<p>Students share and discuss designed routine.</p> <p>Discuss health related components and how each apply to designed program using strategies and time-lines.</p> <p>Practical application.</p> <p>Students work with partner playing role of personal trainer.</p> <p>Present researched presentation to class on fitness.</p> <p>Post fitness test or max-out.</p>	<p>See Angel.</p>
<p>Make up physical testing work, clean up and wrap up</p>	<p>18th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.34, M.1.35, R.1.1,R.1.3, R.1.4</p>	<p>Make up work to be done.</p> <p>Hand out study sheets, discuss study sheets, and review terminology.</p> <p>Final written exam.</p> <p>Locker clean out</p>	

Comprehensive Fitness: Course Descriptions and Benchmark Numbers

Course Number:	1501390
Course Title:	Comprehensive Fitness
Course Level:	2
Course Length:	Semester
Credit Description	Half credit (.5)
Abbreviated Title:	COMPRES FIT
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (29):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.
PE.912.C.1.15	Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.1.16	Explain the methods of monitoring levels of intensity during aerobic activity.

- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.2.1 Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- PE.912.L.2.7 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.

- PE.912.M.1.13 Perform a student designed cardiorespiratory enhancing workout.
- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.
- 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.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Comprehensive Fitness: Related Glossaries

Keyword (6)

Definition

Balance	A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Mean	<p>There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average.</p> <p>Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.</p>
Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: FIRST AID

Subject Area:	Physical Education
Course Number:	0800320
Grade Level:	10–12
Credit:	0.5
Prerequisite:	HOPE
Category:	Health

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning.

Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

First Aid: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources >Heartsaver First Aid CPR AED Workbook Heartsaver >First Aid and CPR Instructional Manual ^Above two can be ordered from: <u>World Point</u> 1326 S Wolf Road Wheeling, IL 60090 >American Red Cross Manual http://www.redcross.org/en/
Introduction / Overview	1 st week Approximately five – 49 minute periods of time to complete	HE.912.B.1.4 HE.912.B.3.1 HE.912.C.1.7 LA.910.6.3.1 MA.912.S.1.1	General Principles of First Aid Chapter 1: First Aid: How Will It Help Me? Explain what first aid is. Describe your responsibility and possible risk. Know where to find a list of items in the First Aid Kit.	Heartsaver First Aid Textbook Pages 3-5

<p>Protecting Yourself and the Victim:</p>	<p>2nd Week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.C.2.4 HE.912.C.2.7 LA.910.6.3.1 MA.912.S.1.2</p>	<p>General Principles of First Aid Chapter 2: Protect Yourself/ Protect the Victim! Name five things you should look for at the scene of an injury. Explain what “universal precautions” are. List two diseases that universal precautions may prevent. List three pieces of protective equipment. Demonstrate the correct way to remove protective gloves. Explain what you should do if you are exposed to blood or other body fluids.</p>	<p>Heartsaver First Aid Textbook Pages 5-9</p>
<p>When to Phone for Help</p>	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.B.1.1 HE.912.B.1.2 HE.912.B.1.3 HE.912.B.1.6</p>	<p>General Principles of First Aid Chapter 3: When in Doubt, Always Phone for Help Explain how to phone an emergency response number. Understand how to contact the EMS system in your area. Be able to provide five examples of when someone should phone an emergency response plan or 911 for help.</p>	<p>Heartsaver First Aid Textbook Pages 10-12</p>

<p>How to Find Out What the Problem Is</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.B.2.1 HE.912.B.3.1 HE.912.P.1.1 HE.912.P.2.1 HE.912.P.2.4</p>	<p>General Principles of First Aid Chapter 4: Before You Can Help, You Have to Know the Problem List five things you should look for in a victim (from the most important to the least important). Describe how an unresponsive victim behaves. Describe how a responsive victim behaves. Demonstrate how to open the airway of an unresponsive victim. Demonstrate how to check if a victim is breathing. Explain how to check if a victim is breathing. Explain how to look for bleeding. Explain how to check for medical information jewelry. Explain how to ask a responsive victim what the problem is.</p>	<p>Heartsaver First Aid Textbook Pages 14-16</p>
<p>After the Emergency is Over</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>LA.910.1.6.1 LA.910.1.6.5</p>	<p>General Principles of First Aid Chapter Five: After the Emergency is Over Tell how a first aid rescuer might feel after an emergency. Explain which forms you'd have to fill out after an emergency. Understand/Discuss the importance of privacy</p>	<p>Heartsaver First Aid Textbook Pages 16-20</p>

<p>You Have to Breathe to Live</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>LA.910.2.2.1 LA.910.2.2.2 LA.910.2.2.3 LA.910.5.2.1</p>	<p>Medical Emergencies Chapter 1: You Have to Breathe to Live Tell how to recognize someone with a breathing problem Describe the signs of choking Describe the first aid actions for a victim who is choking but can speak or make a sound Show the first aid actions for a victim who is choking and can't speak or made a sound List the signs of a bad allergic reaction List the first aid actions for someone with a bad allergic reaction Describe how you would use an epinephrine pen if your state regulations and company policy allow</p>	<p>Heartsaver First Aid Textbook Pages 25-31</p>
<p>Chest Pain and Heart Attack</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>MA.912.S.3.2 HE.912.B.2.1 HE.912.B.3.1 HE.912.B.4.1</p>	<p>Medical Emergencies Chapter 2: Chest Pain and Heart Attack List several words that a victim of a heart attack may use to describe the pain or pressure caused by a heart attack Describe where the pain or pressure of a heart attack might be located Describe first aid actions for a victim with chest pain or pressure</p>	<p>Heartsaver First Aid Textbook Pages 31-33</p>
<p>Fainting</p>	<p>8th week Approximately ten – 49 minute periods of time to complete</p>	<p>LA.910.1.6.1 LA.910.1.6.5</p>	<p>Medical Emergencies Chapter 3: Fainting Describe what fainting is Describe the first aid actions for fainting</p>	<p>Heartsaver First Aid Textbook Pages 34-36</p>

<p>Diabetes and Low Blood Sugar</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>LA.910.2.2.1</p>	<p>Medical Emergencies Chapter 4 : Diabetes and Low Blood Sugar Describe the signs of low blood sugar in a diabetic Describe the first aid actions for low blood sugar in a diabetic</p>	<p>Heartsaver First Aid Textbook pages 34-36</p>
<p>Stroke</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.B.3.1 HE.912.B.4.1 LA.910.2.2.2 LA.910.2.2.3</p>	<p>Medical Emergencies Chapter 5: Stroke List 3 signs of stroke Describe the first aid actions for stroke</p>	<p>Heartsaver First Aid Textbook pages 34-36</p>
<p>Seizure</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.B.3.1 HE.912.B.4.1 HE.912.C.1.7</p>	<p>Medical Emergencies Chapter 6: Seizure List 4 causes of a seizure Describe how someone may move or act if he/she is having a seizure Describe how you would protect someone having a seizure List first aid actions for a person having a seizure</p>	<p>Heartsaver First Aid Textbook pages 36-37</p>

<p>Bleeding You Can and Can Not See</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.B.1.1 HE.912.B.1.4 HE.912.B.2.1 HE.912.B.3.1 HE.912.C.2.2 LA.910.5.2.1 LA.910.5.2.5</p>	<p>Injury Emergencies Chapter 1: Bleeding You Can See Tell why it is important to stop bleeding quickly List the first aid actions for bleeding that you can see Show how to put a pressure dressing on a bleeding are, lift a bleeding arm or leg above the level of the heart, & apply a bandage over a dressing Tell how to stop bleeding from the nose and the mouth Describe the first aid for an amputated part of the body Injury Emergencies Chapter 2: Shock and Bleeding You Can't See Tell what shock is List the signs of shock List the first aid actions for shock Tell when you should suspect bleeding inside the body</p>	<p>Heartsaver First Aid Textbook pages 43-48</p>
<p>Head and Spine Injury</p>	<p>13th week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.B.3.1 HE.912.C.2.7 LA.910.1.6.1 LA.910.2.2.2 LA.910.5.2.1</p>	<p>Injury Emergencies Chapter 3: Head and Spine Injury List 6 types of injuries that are likely to result in a head injury List 6 signs of head injury List 3 types of injuries that might cause a spine injury Show how to open the airway of an unresponsive victim with a head or neck injury List first aid actions for a victim with a head and possible spinal cord injury</p>	<p>Heartsaver First Aid Textbook pages 48-51</p>

Injuries to Bones, Joints, and Muscles	14 ^h week Approximately five – 49 minute periods of time to complete	LA.910.2.2.5 LA.910.5.2.5	Injury Emergencies Chapter 4: Injuries to Bones, Joints, and Muscles List the first aid actions for injuries to the joints and muscles Show how to apply ice to an injured joint	Heartsaver First Aid Textbook pages 54-56
Burns	15 ^h week Approximately five – 49 minute periods of time to complete	HE.912.C.1.5 HE.912.C.2.3 HE.912.C.2.6 HE.912.P.2.2 HE.912.P.2.3	Injury Emergencies Chapter 5: Burns List the first aid actions for burns caused by heat List the dangers for the rescuer when giving first aid for a victim of high-voltage electrocution List the first aid actions for a victim of electrocution	Heartsaver First Aid Textbook pages 56-58
C.P.R. Certifications	16 ^h week Approximately five – 49 minute periods of time to complete	HE.912.C.2.6 HE.912.P.2.2 LA.910.6.4.1	C.P.R.	American Red Cross Training Video
Review/Mid-Term Review	17 th - 18 th Week Approximately fifteen – 49 minute periods of time to complete	HE.912.B.4.1 HE.912.C.1.6 HE.912.C.2.1	Review all concepts for Final exam.	

First Aid: Course Descriptions and Benchmark Numbers

Course Number:	0800320
Course Title:	First Aid and Safety
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	FIRST AID SAFETY
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: General >

RELATED BENCHMARKS (35):

Benchmark	Description
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.

- HE.912.B.3.1 Determine the value of applying a thoughtful decision-making process in health-related situations.
- HE.912.B.4.1 Evaluate personal health practices and overall health status to include all dimensions of health.
- HE.912.C.1.5 Propose strategies to reduce or prevent injuries and health problems.
- HE.912.C.1.6 Evaluate the relationship between access to health care and health status.
- HE.912.C.1.7 Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.1 Analyze how the family influences the health of individuals.
- HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors.
- HE.912.C.2.3 Assess how the school and community can affect personal health practice and behaviors.
- HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
- HE.912.C.2.6 Evaluate the impact of technology on personal, family, and community health.
- HE.912.C.2.7 Assess the consequences of health risk behaviors.
- HE.912.P.1.1 Analyze the role of individual responsibility in enhancing health.
- HE.912.P.2.1 Utilize current, accurate data/information to formulate a health-enhancing message.
- HE.912.P.2.2 Demonstrate how to influence and support others in making positive health choices.
- HE.912.P.2.3 Work cooperatively as an advocate for improving personal, family and community health.
- HE.912.P.2.4 Adapt health messages and communication techniques to a specific target audience.

- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.910.1.6.5 The student will relate new vocabulary to familiar words.
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details.
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g. representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).
- LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
- LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and non-print media.
- LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology).
- MA.912.S.1.1 Formulate an appropriate research question to be answered by collecting data or performing an experiment.
- MA.912.S.1.2 Determine appropriate and consistent standards of measurement for the data to be collected in a survey or experiment.

Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:

MA.912.S.3.2

- bar graphs
- line graphs
- stem and leaf plots
- circle graphs
- histograms
- box and whisker plots
- scatter plots
- cumulative frequency (ogive) graphs

First Aid: Related Glossaries

RELATED GLOSSARIES (5)

Keywords (5)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Histogram	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.

INSTRUCTIONAL GUIDE: FITNESS ISSUES FOR ADOLESCENCE

Subject Area:	Physical Education
Course Number:	1501320
Grade Level:	10–12
Credit:	0.5
Prerequisite:	HOPE
Category:	Fitness

Fitness Components Emphasized: Health -related

The purpose of this course is to extend the acquisition of knowledge of physical fitness concepts, acquire knowledge about selected adolescent issues related to physical fitness and grooming, and improve personal fitness.

The content should include, but not be limited to, the following: further development of knowledge and application of physical fitness concepts and principles, participation in a variety of lifelong physical activities that assess and promote the health-related components of physical fitness, safety practices, a variety of adolescent issues related to physical fitness and grooming

Fitness Issues for Adolescence: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information form and lesson plan templates on Angel.
Identify safety issues Pre – Testing/Goal Setting for fitness improvement	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4, R.1.5, C.1.15,	Discuss safety issues pertaining to exercises, equipment and safety in general. Pre-test on 12 minute walk/run, push-ups crunches or max weight lifts on core lifts. Develop strategies for improvement. Review heart rate checks.	Template for scoring form, test explanation and results chart of the test. 1 rep max on Angel
Designing a Fitness Routine/Goal setting as it relates to designing a routine	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.12, M.1.13, M.1.14, M.1.19, M.1.34, M.1.35, C.1.6, L.1.1, L.1.2, L.2.1, L.2.3, R.1.3, R.1.4, R.1.5, R.2.2 <i>MA.912.A.10.1 (x-curricular)</i>	Goal setting, using a fitness journal/ selection of activities. Include technology in using/evaluating activities. Review basic core exercises and application to everyday movements. Discuss/use a variety of equipment. Med/stability balls, bands, BOSU, etc. Circuit training. Review of floor exercises. . Concentrate on correct techniques and body mechanics during practical application exercises. Compare/contrast health-related benefits of various activities.	See Power points on Angel. Circuit training on various pieces of workout equipment.

<p>Body Mechanics</p> <p>Warm-Up/Cool/Down</p> <p>Training muscle groups</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.19, M.1.34, M.1.35, C.2.4, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Review of muscular fitness exercises. Practical application. Concentrate on correct techniques and body mechanics during practical application. Circuit training weight training workout. Muscular strength/endurance and correlation to training. Choose endurance and/or strength exercises to use in workout. Discuss warm- up/cool down and importance</p>	<p>Weight circuit trainings on Angel.</p>
<p>Identify muscles of the body, muscular endurance and strength</p> <p>Training muscle groups</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Power Point Presentation on “Muscles of the Body” or muscle video. Re-enforce identification of muscles. Quiz. Discuss which exercises work which muscles. Use weight training form and create a five day work out for 3 weeks.</p>	<p>Power points can be found in Angel.</p>
<p>Nutrition and Muscles</p> <p>Training muscle groups</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5, R.2.1</p>	<p>Discussion on nutrition. Power point presentation or video on Fitness and Wellness and or Fitness and Nutrition Discussion on food and how it relates to exercise. Record food consumption in journal. Circuit training on nutrition or caloric intake/output. Create a food plan to go with a workout. Use the five day work out plan for class activity. Work with a partner.</p>	<p>Circuit Training on calorie intake/out- take. Power Point presentation. See Angel. Chapter on Nutrition in Personal Fitness Textbook- Roberta Stokes</p>
<p>Cardio</p> <p>Training muscle groups</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.15, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Discuss cardiorespiratory system and how it applies to exercise. Circuit train using a cardio- muscular fitness circuit. Pulse check. Use the five day work out plan for class activity. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook Cardio power point found on Angel. All round circuit found on Angel</p>

<p>Anatomy</p> <p>Training muscle groups</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Discuss in detail the anatomy of muscles. Use the five day work out plan for class activity. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook Muscle Anatomy Power Point in Angel</p>
<p>FITT</p> <p>Training muscle groups</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, L.2.4, R.1.3,R.1.4, R.1.5, R.2.1</p>	<p>Go over FITT Principle and how it relates to improvement on muscular strength and endurance. Apply FITT to personal goals. Repeat test on 12 minute walk/run, step test, crunches, and push-ups or max-outs.</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Flexibility in a fitness routine.</p> <p>Stress Management</p> <p>Training muscle groups</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.7, L.1.1, L.1.2, L.1.3, R.1.3,R.1.4, R.1.5</p>	<p>Stretches and how it relates to a fitness program. Detail discussions about warm-up/ cool down. Create a new 5 day workout routine for muscular fitness. This will be a 6 week workout plan. Student decides which cardio to use. Breathing exercises. Discussion on stress management.</p>	<p>Use HOPE Textbook as supplement for Flexibility.</p>
<p>Supplements</p> <p>Training muscle groups</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Discussion on supplements, steroids, alcohol and tobacco. Use the five day work out plan for class activity. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook Power point on Lifelong Fitness</p>

<p>Safety Tips</p> <p>Training muscle groups</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.8, C.1.9, L.1.1, L.1.2, L.1.6, R.1.3,R.1.4, R.1.5</p>	<p>Discussion on fluid replacement, exercise clothing, a heat related illnesses and heat index as it relates to exercise. Use the five day work out plan for class activity. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook Power point on Exercising Safely</p>
<p>Training muscle groups</p>	<p>13th week Approximately five – 49 minute periods of time</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, R.1.3,R.1.4, R.1.5</p>	<p>Use the five day work out plan for class activity. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>Analyze long-term benefits of exercising.</p> <p>Training muscle groups</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.10, R.1.3, R.1.4, R.1.5, R.2.2, L.1.1, L.1.2, L.2.7</p>	<p>Discussion of long tem benefits of exercising and how to adjust changes in a wellness plan as time moves along.. Use the five day work out plan for class activity. Cardio. Core with or without equipment. Work with partner.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Training muscle groups</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2,</p>	<p>Use the five day work out plan for class activity. Cardio. Core with or without equipment. Work with partner.</p>	<p>Design chart on Angel</p>

<p>Consumer Issues</p> <p>Training muscle groups</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.18, L.1.1, L.1.2, L.2.5, R.1.3,R.1.4, R.1.5</p>	<p>Discuss Consumer Issues. Use the five day work out plan for class activity. Cardio. Core with or without equipment. Work with partner</p>	<p>See Consumer Issues in Personal Fitness Textbook- Roberta Stokes</p>
<p>Personal Trainer</p> <p>Routine Designer</p> <p>Considering the Role of Other Cultures</p> <p>Demonstrate improved fitness level.</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.12, M.1.13, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, L.1.1, L.1.2, L.2.1, L.2.2, L.2.3, L.2.7, R.1.1, R.2.2, R.1.3,R.1.4, R.1.5</p> <p><i>MA.912.S.3.8 (x-curricular)</i> <i>LA.910.5.2.5 (x-curricular)</i></p>	<p>Students share and discuss designed routine. Discuss health related components an how each apply to designed program using strategies and time-lines. Use technology in designing a fitness activity plan. Students work with partner playing role of personal trainer. Present researched presentation to class on fitness. Post fitness test or max-out.</p>	<p>See Angel.</p>
<p>Make up physical testing work, clean up and wrap up</p>	<p>18th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.34, M.1.35, R.1.1,R.1.3, R.1.4</p>	<p>Make up work to be done. Hand out study sheets, discuss study sheets, and review terminology. Final written exam. Locker clean out</p>	

Fitness Issues for Adolescence: Course Descriptions and Benchmark Numbers

Course Code	1501320
Course Title	Fitness Issues for Adolescence
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	FIT ISSUES FOR ADOL
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (30):

Benchmark	Description
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
MA.912.S.3.8	Determine whether a data distribution is symmetric or skewed based on an appropriate graphical presentation of the data. (DOK Rating: Low)
PE.912.C.1.6	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.
PE.912.C.1.13	Document food intake, calories consumed, and energy expended through physical activity and analyze the results.
PE.912.C.1.15	Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

- PE.912.C.1.18 Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.1 Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- PE.912.L.2.7 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.
- PE.912.M.1.13 Perform a student designed cardiorespiratory enhancing workout.

- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.1.1 Act independently of peer pressure both in and out of school.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.1 Select and participate 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.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Fitness Issues for Adolescence: Related Glossaries

Keywords (11)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Function	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.
Point	A specific location in space that has no discernable length or width.
Probability	A measure of the likelihood that a given event will occur; expressed as a ratio of one event occurring (favorable outcomes) to the number of equally likely possible outcomes (sample space). Probability is expressed on a linear scale from 0 (impossibility) to 1 (certainty), also expressed as a percentage between 0 and 100%. Experimental probability of an event A is the ratio of the number of times the event A occurs to the total number of trials or times the activity is performed. Theoretical probability of an event A is the ratio of the number of outcomes in event A to the number of outcomes in the sample space.

Square

A rectangle with four congruent sides; also, a rhombus with four right angles.

Table

A data display that organizes information about a topic into categories using rows and columns.

Width

The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

INSTRUCTIONAL GUIDE: FITNESS LIFESTYLES DESIGN

Subject Area:	Physical Education
Course Number:	1501310
Grade Level:	10 – 12
Credit:	0.5
Prerequisite:	HOPE Course
Category:	Fitness

Health Component Emphasized: Cardio respiratory & Muscular Strength/Endurance

The purpose of this course is to enable students to use and extend the knowledge gained in an aerobic and HOPE course or a weight training and HOPE course to design a personal fitness program in order to maintain or improve an individualized level of fitness.

This course will contain but not limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, correct techniques of executing exercises, use of various types of exercise and fitness equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardio respiratory fitness.

Fitness Lifestyle Design: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information form and lesson plan templates on Angel.
Identify safety issues Pre – Testing/Goal Setting Journal for recording and short time design	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 MA.912.A.10.1 (x-curricular)	Discuss safety issues pertaining to exercises, equipment and in general. Hand out forms to keep track of test results Pre-test on 12 minute walk/run, push-ups crunches, flexibility, and body composition.	Template for scoring form, explanation and results chart of the test. 1 rep max on Angel
Correct techniques/body mechanics in basic exercises. Safety in exercising and workouts. Evaluation effectiveness of specific warm-up and cool down for activities.	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M.1.15, M.1.19, M.1.34, C.1.7, C.1.24, C.1.26, C.1.27, L1.1, L.1. 6	Warm –up, work-outs and cool downs. Basic floor exercises. Work with a partner. Concentrate on correct techniques and body mechanics during practical application. Introduce core workouts and application to everyday movements. Use a variety of equipment. Med/stability balls, bands, BOSU, steps for step aerobics etc. Cardio.	See Power points on Angel.

<p>Understanding Cardio respiratory Fitness Correct techniques/body mechanics in basic exercises</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.14, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.12 C.1.15, C.1.23, C.1.24, C.1.26, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p> <p>LA.1112.1.6.5 (x-curricular)</p>	<p>Review exercises and the variety of equipment that can be used using correct techniques and mechanical principles. Discuss cardiorespiratory fitness. Target Heart Rate, Circuit Training. Apply any available technology that is appropriate to analyze data, evaluate to monitor performance.</p>	<p>Power Point on Angel Exercises on Angel Fit for Life Textbook</p>
<p>Anatomy Muscular Fitness Endurance/Strength</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Hand out muscle charts Discussion on muscles and workouts. Difference in strength and endurance workouts. Power point presentation or video on muscles Introduce sculpture exercises. Introduce glute and leg exercises. Core Exercises. Circuit training activities.</p>	<p>Power Point on Angel Exercises on Angel Fit for Life Textbook.</p>
<p>Nutrition and Exercising Managing Weight Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Discussion on food and how it relates to exercise. Document food intake, calories consumed and energy expended. Review core exercise with and without equipment.</p>	<p>Power Point on Angel. and Circuit Training: Caloric intake/out-take Chapter on Nutrition and Weight Management in Fit for Life Textbook.</p>

<p>Achieving Cardio respiratory Fitness</p> <p>Anaerobic/Aerobic</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.12, C.1.15, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Jump Rope, Bleacher run Walking Intervals on track Sprints Boot Camp conditioning exercises Relays</p>	<p>Power Point on Angel Exercises on Angel Fit for Life Textbook</p>
<p>Flexibility in a fitness routine.</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.7, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5</p>	<p>Stretches and how it relates to a fitness program. Detail discussions about warm-up/ cool down. Aerobic exercising with or without equipment.</p>	<p>Power Point on Angel Fitness for Life Textbook</p>
<p>FITT</p> <p>Fitness Testing</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.15, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, L.2.4, R.1.3,R.1.4, R.1.5</p>	<p>Go over FITT Principle and how it relates to improvement on muscular strength and endurance. Repeat test on 12 minute walk/run, push-ups, crunches, flexibility, and body composition. Analyze the health – related components of fitness.</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Safety Tips</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35,C.1.7, C.1.8, C.1.9, L.1.1, L.1.2, L.1.6, R.1.3,R.1.4, R.1.5</p>	<p>Discussion on fluid replacement, exercise clothing, a heat related illnesses and heat index as it relates to exercise. Aerobic exercising with or without equipment.</p>	<p>Power Point on Angel Fitness for Life Textbook</p>

<p>Consumer Issues</p> <p>Safety in exercising and workouts.</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, , M.1.34, M.1.35, C.1.18, L.1.1, L.1.2, L.2.5, R.1.3,R.1.4, R.1.5,</p>	<p>Discuss Consumer Issues. Aerobic exercising with or without equipment.</p>	<p>Power Point on Consumer Issues On Angel Fitness for Life Textbook</p>
<p>Stress and Exercising</p> <p>Yoga/ Palates</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, L.1.3, L.1.4, L.1.5, L.1.16, R.2.2</p>	<p>Discussion on Stress Management Introduction of Yoga, Palates Relaxation exercise Stress Evaluation Aerobic exercising with or without equipment. Application of information Discuss activities and benefits that can be derived.</p>	<p>Power Point on Stress on Angel Stress Evaluation on Angel Fitness for Life Textbook</p>
<p>Supplements and Exercising</p> <p>Kick Boxing</p> <p>Self Defense</p> <p>Correct techniques/body mechanics in basic exercises</p>	<p>13th week Approximately five – 49 minute periods of time</p>	<p>M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5, R.2.2</p>	<p>Discussion on supplements, steroids, alcohol and tobacco. Introduce Kickboxing and Self Defense Aerobic exercising with or without equipment. Discuss activities and benefits that can be derived.</p>	<p>Power Point about Supplements on Angel Fitness for Life Textbook Guest: Debbie Hamilton or Sheriff’s Department for self defense</p>
<p>Analyze long-term benefits of exercising.</p> <p>Creating a routine and demonstration.</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.10, L.1.1, L.1.5, L.1.2.7, L.2.7, R.1.3,R.1.4, R.1.5</p>	<p>Discussion of long term benefits of exercising. Discuss how goals may change due to changes in life. Aerobic exercising with or without equipment.</p>	<p>See Power Point on Angel</p>

<p>Design Fitness Routine Group Work.</p> <p>Develop strategies for including persons of diverse backgrounds and in other cultures..</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.13, M.1.16, M.1.19, M.1.34, M.1.30, M.1.35, C.1.3, C.1.4, C.1.9, C.1.24, C1.25 C.1.26, L.1.16, R.1.2, R.2.3</p>	<p>Based on information acquired: student will get into small groups and design a cardio-fitness group routine. Group work.</p>	<p>Power Point on Angel Fitness for Life Textbook</p>
<p>Design Fitness Routine Individual Design</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.12, M.1.15, M.1.19, M.1.30, M.1.34, M.1.35, C.1.4, C.1.24, C.1.9, L.1.1, L.1.2, L.2.1, R.1.3, R.1.4, R.1.5</p>	<p>Based on information acquired: Student will design a fitness plan to use as a lifestyle. Set Goals. Use Fitness Journal</p>	<p>Fitness for Life Textbook</p>

<p>Personal Trainer Demonstrate Improved fitness level</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.13, M.1.15M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.3, C.1.9, C.1.11, C.1.24, C1.25 C.1.26, L.1.1, L.1.2, L.2.1, L.2.7, R.2.2, R.1.3,R.1.4, R.1.5</p>	<p>Students share and discuss designed routine. Discuss health related components an how each apply to designed program. Students work with partner playing role of personal trainer. Post fitness test</p>	<p>Fitness for Life Textbook</p>
<p>Make up physical testing work, clean up and wrap up</p>	<p>18th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.34, M.1.35, R.1.1,R.1.3, R.1.4</p>	<p>Make up work to be done. Hand out study sheets, discuss study sheets, and review terminology. Final written exam. Locker clean out</p>	

Fitness Lifestyle Design: Course Descriptions and Benchmark Numbers

Course Code	1501310
Course Title	Fitness Lifestyle Design
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	FIT LIFST DESIGN
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

Benchmark	Description
LA.1112.1.6.5	The student will relate new vocabulary to familiar words.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.
PE.912.C.1.13	Document food intake, calories consumed, and energy expended through physical activity and analyze the results.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.24	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.7 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 selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.
- PE.912.M.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.

- PE.912.R.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Fitness Lifestyle Design: Related Glossaries

Keyword (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: H.O.P.E

Health Opportunities through Physical Education (HOPE) Instructional Guide

There are two variations of HOPE. These two variations are:

HOPE-Physical Education Variation with the course # of 1506320.

AND

HOPE-Core with the course # of 3026010.

Due to the fact that there are two variations of this course, it will be necessary to understand what is expected across the board in order to accomplish the goal of teaching HOPE while being in compliance with the curriculum and the statutes that govern this course.

In having these two versions, this allows the flexibility for each school to have the course taught by the most highly qualified staff possible. This will be determined by the certification and expertise of the teachers on the health and physical education staff at the school level. As a result of using the strengths of the departmental staff, the students will receive an optimal education in health and fitness.

The HOPE Physical Education Variation (Course # 1506320) will consist of 60 % of moderate to vigorous activity (MVA) and 40 % classroom, which will focus on health.

The HOPE Core (Course #3026010) will consist of 60 % classroom and 40 % of moderate to vigorous activity (MVA).

The HOPE Curriculum Guide for Collier County reflects all of the Course Descriptions and all of the Next Generation Sunshine State Standards for both variations of HOPE.

There will be two portions to the HOPE pacing guidelines. One portion will reflect the fitness/activity. The other portion will reflect the classroom/health portion.

The two portions of the pacing guidelines for HOPE may be intertwined and/or used to meet the needs of that particular school and the course(s) being offered at that school.

Adjustments to the pacing guides, pertaining to the percentage of time for each portion, will have to be made and will be determined by the version of HOPE being taught.

All benchmarks that are required for that particular version of the HOPE Course must be met.

HOPE – Physical Education Variation – Course Number: 156320

This course may be taught by a teacher who is certified in only physical education.

OR

This course may be taught by a teacher who is dually certified in both health and physical education.

OR

This course may be co-taught using a health certified teacher to teach the health portion and a physical education certified teacher to teach the fitness/activity portion.

HOPE CORE – Course Number: 3026010

This course may be taught by a teacher who is dually certified in both health and physical education.

OR

This course may be co-taught using a health certified teacher to teach the health portion and a physical education certified teacher to teach the fitness/activity portion.

BUT

If not co-teaching, a teacher who is certified only in physical education will have to teach the HOPE Physical Education Variation course.

H.O.P.E. Health / Classroom Portion: Pacing Guide

INSTRUCTIONAL PACING GUIDE: H.O.P.E. Health / Classroom Portion

Strand: HEALTH LITERACY: CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE = Health **912** = grades 9-12

C, R, and **P** and represent the **Strand** or the body of knowledge that the standard falls under. The number under the strand represents the name of that standard connected to the strand. Strand or Body of Knowledge: C= Concepts, R =Responsible Behavior and P = Promotion.

Idea or Standard 1 = Demonstrate the ability to access valid health information, products, and services to enhance health.

Idea or Standard 2 = Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Idea or Standard 3 = Demonstrate the ability to use decision-making skills to enhance health.

Idea or Standard 4 = Demonstrate the ability to use goal-setting skills to enhance health

Strand or Body of Knowledge: C = Concepts:

Idea or Standard 1= Comprehend concepts related to health promotion and disease prevention to enhance health.

Idea or Standard 2= Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Strand or Body of Knowledge: P =Promotion:

Idea or Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

Idea or Standard 2 = Demonstrate the ability to advocate for individual, peer, school, family, and community health.

The pacing guides for Health are broken down into weekly units; however it is up to the individual teacher as to the exact length of time to spend on each unit. All of the standards listed in the course descriptions for the particular course curriculum must be taught.

The curriculum for High School HOPE/Health is organized in such a way to make teaching run smoothly for the teacher and make for an easy reading for a lay person.

There are various letters and numbers to guide a person through the Next Generation Sunshine State Standards. Each group of letters and/or numbers is separated by a dot or a period (.).

The letters **HE** represents Health Education. The number directly following HE will be a 912. When directly following the HE, 912 represent grades 9-12.

For each course, three main areas are addressed. These three ideas, which are derived from the standards, are called Strands but are also known as the “Body of Knowledge”. These four

When putting all of the letters and numbers together, this constitutes a benchmark number. Next to the benchmark number is the Description that correlates it.

Breakdown of the Lettering/Numbering:

Remember, HE=Health and 912=grades 9-12.

So all classroom benchmarks will be preceded by this combination **unless** it is a cross-curricular description from Language Arts (LA), Math (MA), etc.

*NOTE: All standards listed are to be taught if the HOPE Core version is being used. However, **Highlighted Benchmark #'s** are to be **omitted** if this portion is being taught in the HOPE Phys Ed Version.*

Text Resources Abbreviations

Text: Prentice Hall Health

T.E.: Teacher Edition

PEX.: Presentation Express CD-Rom (Power Points & more)

T.R.: Teacher Resources

DVD: Discovery Education Video

T.T.: Teaching Transparencies

VVG: Video Viewing Guide

CTB: Computer Test Bank CD-Rom

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson Objectives	Resources
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<p>Orientation</p>	<p>1st week Approximately Two – 49 minute periods of time to complete</p>	<p>HE.912: B.4.2, B.4.3, B.4.4, Cross-Curricular: LA.910.2.2.1, LA.910.1.6.5</p>	<p>Course Syllabus Rules, Policies, and Procedures -Attendance/ Tardy -Grading -Homework/Make- Up Work -Etc. Goal Setting -Students will formulate a long- term Health- Plan</p>	<p>Resources on ANGEL in the Health/ P.E. Group: Click on the following to find resources 1. Content (Tab) 2. Health Education (Folder) 3. High School (Folder) <ul style="list-style-type: none"> • High School Statement to Parents • Ground Rules & Other Pertinent Info • CCPS Comprehensive Health Education Policy Click on the following to find resources 1. Content (Tab) 2. Physical Education, 3. High School, 4. Supplementary Materials 5. Orientation Material <ul style="list-style-type: none"> • Course Syllabus • Brochures T.R.: Letters To Parents p. vii &viii</p>
<p>Making Healthy Decisions Chapter 1</p>	<p>1st Week Approximately 4 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.1.4, B.1.5, B.3.1, B.3.2, B.3.3, B.3.6, B.4.2,C.1.5, C.2.6,C.2.8, P.1.1, P.1.2,, Cross-Curricular: LA.910.6.3.1</p>	<p>-Describe aspects of overall health and how it can be evaluated. -Identify and evaluate risk factors that can influence a persons overall health. -Describe how to evaluate health products, services, and information. -Evaluated advertising from a consumer standpoint and Identify your rights as a consumer.</p>	<p>T.E. Chapter 1 p. 1-27 DVD 1: Decisions, Decisions -VVG p. 1-4 PEX 1-1, 1-2, 1-3, 1-4 Note Taking Guide p. 1-13 TR Section p.1-19 T.T: p. 1-5 CTB-Chapter 1 Test Bank CD</p>

<p>Self Esteem and Emotions Chapter 2</p>	<p>2nd Week Approximately 4 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.1, B.3.2, B.3.3, B.3.6, B.4.1, C.1.2, C.2.5, C.2.9, P.1.1, 9.1.2</p>	<p>-Name traits of personality and how it develops. -Compare the effects of high and low self-esteem and ways to maintain high self-esteem. -Identify primary and secondary emotions and why it is important to recognize emotions.</p>	<p>T.E. Chapter 2 p. 28-53 DVD 2: Being Yourself -VVG p. 5-8 PEX 2-1, 2-2, 2-3, 2-4 Note Taking Guide p. 14-25 TR Section p. 20-34 T.T: p. 6-7 CTB-Chapter 2 Test Bank CD</p>
<p>Managing Stress Chapter 3</p>	<p>3rd Week Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.1, B.2.2, B.2.3, B.3.4, B.3.6, B.4.1, B.4.2, C.1.1, C.1.2, C.1.5, C.2.5, C.4.2, P.1.1, P.1.2</p>	<p>-Identify causes of stress and the types of stressors. -Describe how the body responds to stress and its relationship to illness. -Explain how responses to stressors can differ and ways that personality affects stress. -Identify ways to control stress, reduce tension, and change the way you think about stressors.</p>	<p>Resources on ANGEL in the Health/ P.E. Group: 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6. Stress (Folder) • Stress Level Test</p> <p>T.E. Chapter 3 p. 54-79 DVD 3: Stressed Out -VVG p. 9-12 PEX 3-1, 3-2, 3-3, 3-4 Note Taking Guide p. 26-38 TR Section p. 35-54 T.T: p. 8-9 CTB-Chapter 3 Test Bank CD</p>

<p>Mental Disorders and Suicide Chapter 4</p>	<p>4th Week Approximately 7 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.1.4, B.2.3, B.2.4, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.4.1, C.1.2, C.1.4, C.1.5, C.2.3, C.2.5, P.1.1, P.1.2, P.2.2,</p> <p>Cross-Curricular: LA.910.2.2.5, LA.910.5.2.1</p>	<ul style="list-style-type: none"> -Identify warning signs and causes of mental disorders. -Identify health risks and characteristics of specific eating disorders. -Explain why it is important to identify and treat clinical depression. -Describe why individuals might deliberately injure themselves. -List reason someone may not seek help for a mental disorder and general types of treatment available. 	<p>T.E. Chapter 4 p. 81-109 DVD 4: Starving for Control -VVG p. 13-16 PEX 4-1, 4-2, 4-3, 4-4 Note Taking Guide p. 39-52 TR Section p.55-73 T.T: p. 10-11 CTB-Chapter 4 Test Bank CD</p>
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<p>Preventing Violence Chapter 7</p>	<p>5th Week Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.1, B.2.2, B.2.3, B.3.1 B.3.2, B. 3.3, B.3.4, B.3.6, C.1.2, C.1.5, C.1.7, C.2.2, C.2.3, C.2.5, P.1.1, P.1.2</p> <p>Cross-Curricular: LA.910.5.2.3, LA.910.5.2.5</p>	<ul style="list-style-type: none"> -Identify the risk factors and effects of violence. -Describe effective ways to reduce bullying, hazing, sexual harassment, and hate violence in schools. -Explain all of the components to how a fight starts: anger, revenge, control, and bystanders. -Describe approaches for resolving conflicts. - Identify precautions for Internet Safety -Discuss ways to be safe on the Internet. 	<p><u>T.E. Chapter 7 p. 160-189</u> DVD 7: Bully-Proof -VVG p. 25-28 PEX 7-1, 7-2, 7-3, 7-4 Note Taking Guide p. 78-90 TR Section p. 108-126 T.T: p. 15 CTB-Chapter 4 Test Bank CD Bullying information and videos: www.goleaps.com http://www.collierschools.com/students/bullying.asp http://www.bullyfree.com/free-resources Internet Safety Videos: http://player.discoveryeducation.com/index.cfm?guidAssetId=D3CB693E-24CA-456D-8DA9-65386EC5399D&blnFromSearch=1&productcode=US http://player.discoveryeducation.com/index.cfm?guidAssetId=048C88F8-7F88-48F2-BD78-49CD9EC0C1AD&blnFromSearch=1&productcode=US</p>
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<p>Food and Nutrition Chapter 8</p>	<p>6th week Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.1.1, B.1.3, B.3.6, B.4.1, C.1.1, C.1.5, C.1.7, C.2.3, C.2.4, C.2.5, B.4.1</p> <p>Cross-Curricular: MA.912.F.3.1, MA.9 12.F.4.1,</p>	<p>-Name the classes of nutrients that supply your body with energy. -Describe the roles the carbohydrates, fats, and proteins play in the body. -Identify vitamins and minerals used by the body. -Explain the importance of water to the body. -Understand the Dietary Guidelines for Americans and the recommendations in the My Pyramid Plan.</p>	<p>Resources on ANGEL in the Health/ P.E. Group: 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6. Nutrition (Folder) • Charts (4)</p> <p>T.E. Chapter 8 p. 190-214 DVD 8: Food for Thought -VVG p. 29-32 PEX 8-1, 8-2, 8-3, 8-4 Note Taking Guide p. 91-103 TR Section p. 127-143 T.T: p. 16-17 CTB-Chapter 8 Test Bank CD</p>
<p>Making Healthy Choices Chapter 9</p>	<p>7th Week Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.1.4, B.1.5, B.2.2, B.2.3, B.2.4, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.4.1, B.4.2, C.1.1, C.1.4, C.1.5, C.1.7, C.1.8, C.2.1, C.2.2, C.2.3,, C.2.5, C.2.8, C.2.9, P.1.1, 9.1.2, P.1.3,P.2.2, P.2.3</p> <p>Cross-Curricular: LA.910.1.6.5 LA.910.5.2.1</p>	<p>-Analyze information contained on food labels. -Examine the influences on person’s weight and the problems associated with being overweight and underweight. -Understand how to calculate body mass index. -Examine how different individuals can meet their nutritional needs. - Anytime CPR</p>	<p>T.E. Chapter 9 p. 219-236 DVD 9: Goals for Healthy Eating -VVG p. 33-36 PEX 9-1, 9-2, 9-3, 9-4 Note Taking Guide p. 104-114 TR Section p. 144-160 T.T: p. 20 CTB-Chapter 9 Test Bank CD</p>

<p>Human Sexuality Unit</p> <p>Understanding Sexuality Chapter 1</p>	<p>8th Week</p> <p>Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.1, B.2.3, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, C.2.8, C.2.9,</p> <p>Cross-Curricular: LA.910.1.6.5 LA.910.6.3.1</p>	<ul style="list-style-type: none"> -Identify how sexuality influences personality and behavior. -Describe how factors that influence sexuality and how it is expressed. -Identify physical changes related to sexuality that occur during puberty. -List factors that affect the development of self-concept during adolescence. -Identify how values and responsibilities play a role in decision making. 	<p><u>T.E. Sexual Health Ch 1 p. 2-17</u> DVD 20: Pictures of “Perfection” -VVG p. 77-80 Go Online Health Link: p. 2, 6, & 11</p>
<p>Reproductive System Chapter 18</p> <p>Human Sexuality Chapter 2</p>	<p>9th Week</p> <p>Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.4.1, B.4.2, C.1.4, C.1.7, C.1.8, C.1.1,C.1.5,C.2.1,C.2.2,</p> <p>Cross-Curricular: LA.910.1.6.5 LA.910.5.2.1</p>	<ul style="list-style-type: none"> -Describe the functions of the male reproductive system and ways to keep it healthy. -Describe the functions of the female reproductive system and ways to keep it healthy. -Explain how genetic information passes from one generation to the next and causes of genetic disorders. 	<p><u>T.E. Chapter 18 p. 458-485</u> DVD 18: Hormones in the Balance -VVG p. 69-72 PEX 18-1, 18-2, 18-3, 18-4 Note Taking Guide p. 217-230 TR Section p. 298-316 T.T: p. 49-54 CTB-Chapter 18 Test Bank CD <u>T.E. Sexual Health Ch 2 p. 18-37</u> DVD 24: Taking Charge of Your Health -VVG p. 93-96 Go Online Health Link: p. 18, 24,& 33,</p>

<p>Responsible Relationships</p> <p>Chapter 6</p> <p>Human Sexuality Chapter 3</p>	<p>10th Week</p> <p>Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.1, B.2.2, B.2.3, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, C.1.1, C.1.5, C.1.7, C.1.8, C.2.1, C.2.2, C.2.3, C.2.5, C.2.7, C.2.9, P.2.2</p> <p>Cross-Curricular: LA.910.1.6.5 LA.910.5.2.1</p>	<ul style="list-style-type: none"> -List thing you can learn about a person by dating. -Describe some strategies for dealing with dating concerns. -Identify risks of sexual intimacy. -Describe the cycle of violence. -Explain the effect of sexual abuse on a victim. -Describe dating violence and abuse -Describe warning signs of dating violence and abuse -List measures to prevent and stop dating abuse -Know community resources available to victims of dating violence and abuse - Define characteristics of a healthy relationship 	<p><u>T.E. Chapter 6.3 & 6.4 p. 148-156</u></p> <p>DVD 6: Choosing Abstinence -VVG p. 21-24</p> <p>PEX 6-3, 6-4</p> <p>Note Taking Guide p. 72-77</p> <p>TR p. 98-107</p> <p>T.T: p. 14</p> <p>CTB-Chapter 6.3 & 6.4 Test Bank CD</p> <p>Dating Violence Guest Speaker Marco Island Parks & Recreation Teen enter</p> <p><u>T.E. Sexual Health Ch 3 p. 38-56</u></p> <p>Go Online Health Link: p. 38, 47, 53,</p>
<p>Planning for the Future</p> <p>Chapter 5</p> <p>Human Sexuality Chapter 4</p>	<p>11th Week</p> <p>Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.1, B.2.2, B.3.1, B.3.2, B.3.3, B.3.6, B.4.2, C.1.1, C.1.4, C.2.1, C.2.3, C.2.5, C.2.7, C.2.9, P.1.1</p> <p>Cross-Curricular: LA.910.1.6.5 LA.910.5.2.1</p>	<ul style="list-style-type: none"> -Review the factors that changed the form of families and identify some forms. -List some causes of stress in families and types of abuse that can occur. -Identify keys to a successful marriage. -Describe the lifelong responsibilities of parenthood. 	<p><u>T.E. Chapter 5.1 & 5.2 p. 110-133</u></p> <p>DVD 5: Family Matters -VVG p. 17-20</p> <p>PEX 5-1, 5-2</p> <p>Note Taking Guide p. 53-59</p> <p>TR : p. 74-82</p> <p>T.T: p. 12</p> <p>CTB-Chapter 5.1 & 5.2 Test Bank CD</p> <p><u>T.E. Sexual Health Ch 4.1 p. 58-63</u></p> <p>Go Online Health Link: p. 58</p>

<p>Pregnancy, Birth and Childhood Chapter 19</p> <p>Human Sexuality Chapter 4</p>	<p>12th Week</p> <p>Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.4, B.3.1, B.3.2, B.3.3, B.3.4, B.3.6, C.1.1, C.2.1, C.2.3, C.2.5, C.2.7, C.2.9, P.1.1</p> <p>Cross-Curricular: MA.912.F.3.1, MA.912.F.4.1</p>	<p>-Summarize the events that occur during the first week after fertilization and the structures that protect and nourish the embryo and fetus.</p> <p>-Identify the essentials for a healthy pregnancy.</p> <p>-Describe the stages of birth and possible complicating factors.</p> <p>-Identify that abstinence is the only completely effective way to prevent pregnancy and STIs.</p> <p>-Identify the general types of contraception.</p>	<p>T.E. Chapter 19 p. 486-508</p> <p>DVD 19: Teen Pregnancy -VVG p. 73-76</p> <p>PEX : 19-1, 19-2, 19-3, 19-4</p> <p>Note Taking Guide p. 231-244</p> <p>TR : p. 317-335</p> <p>T.T: p. 55-57</p> <p>CTB-Chapter 19 Test Bank CD</p> <p>T.E. Sexual Health Ch 4 p. 64-84</p> <p>Go Online Health Link: p. 66</p>
<p>Sexually Transmitted Infections and AIDS Chapter 22</p> <p>Human Sexuality Chapter 5</p>	<p>13th week</p> <p>Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.2, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.4.1, B.4.2, C.1.1, C.1.4, C.1.5, C.1.7, C.1.8, C.2.1, C.2.2, C.2.3, C.2.4, C.2.5, C.2.6, C.2.7, C.2.8, C.2.9, P.1.1, P.1.2, P.1.3, P.2.2, P.2.3</p> <p>Cross-Curricular: MA.912.S.1.1, MA.912.S.3.3, LA.910.5.2.5, LA.910.6.3.1</p>	<p>-Identify risky behaviors associated with STI's and ways to prevent the spread of them.</p> <p>-Describe the most common STIs including their symptoms and treatments.</p> <p>-Explain how HIV leads to AIDS and how it is transmitted from person to person.</p> <p>-Identify behaviors to help prevent the spread of HIV, testing, and treatment.</p>	<p>T.E. Chapter 22 p. 572- 596</p> <p>DVD 22: Risks and STIs -VVG p. 85-88</p> <p>PEX: 22-1, 22-2, 22-3, 22-4</p> <p>Note Taking Guide p. 273-286</p> <p>TR p. 375-393</p> <p>T.T: p. 65-67</p> <p>CTB-Chapter 22 Test Bank CD</p> <p>T.E. Sexual Health Ch 5 p. 86-108</p> <p>Go Online Health Link: p. 86, 89, 93, 101, &107</p>

<p>Infectious Diseases Chapter 21</p>	<p>14th Week Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.4.1, C.1.1, C.1.5, C.1.7, C.1.8, C.2.1, C.2.2, C.2.3, C.2.4, C.2.5, C.2.6, C.2.7, C.2.8, C.2.9, P.1.1, P.1.2, P.1.3, P.2.2, P.2.3</p>	<p>-Identify the causes of infectious diseases and how they are spread. -Identify the body’s physical and chemical defenses against infectious disease. -List disease caused by bacteria and by viruses. -Identify why disease emerge.</p>	<p>T.E. Chapter 21 p. 546-568 DVD 21: Protection from Infection -VVG p. 81-86 PEX: 21-1, 21-2, 21-3, 21-4 Note Taking Guide p. 259-273 TR p. 356-374 T.T: p. 60-63 CTB-Chapter 21 Test Bank CD</p>
<p>Alcohol Chapter 15</p>	<p>15th week Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.2.2, B.2.4, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, C.1.1, C.1.4, C.1.5, C.1.7, C.1.8, C.2.1, C.2.2,, C.2.3, C.2.4, C.2.7, C.2.9, P.1.1, P.1.2, P.1.3, P.2.2, P.2.3, PE.912.M.1.17 Cross-Curricular: MA.912.S.1.1, MA.912.S.3.3</p>	<p>-Identify the major factors that influence underage drinking. -Explain how alcohol works as a depressant in the body and how it affects the body systems. -Identify long term risks of alcohol and alcoholism. -Describe refusal skills and ways to avoid situations where alcohol is present.</p>	<p>T.E. Chapter 15 p. 372-394 DVD 15: Drinking Dangers -VVG p. 57-60 PEX: 15-1, 15-2, 15-3, 15-4 Note Taking Guide p. 174-187 TR: p. 240-259 T.T: p. 41-42 CTB-Chapter 15 Test Bank CD</p>

<p>Tobacco Chapter 16</p>	<p>16th week Approximately 5 days of – 49 minute periods of time to complete</p>	<p>HE.912: B.3.1, B.3.2, B.3.4, B.3.5, B.3.6, B.4.1, B.4.2, C.1.1, C.1.4, C.1.5, C.1.7, C.1.8, C.2.1, C.2.2, C.2.3, C.2.4, C.2.5, C.2.7, C.2.8, C.2.9, P.1.1, P.1.2, P.1.3, P.2.2, P.2.3</p> <p>PE.912.M.1.17</p> <p>Cross-Curricular: MA.912.S.1.1, MA.912.S.3.3 MA.912.A.10.1</p>	<p>-Identify factors that influence teens’ decision to use tobacco. -Describe different forms of tobacco products. -Explain how chemicals in tobacco affect the body. -Identify long-term effects of tobacco use and exposure to secondhand smoke. -Describe the benefits to quitting tobacco use and strategies to help stick to the decision to not sue tobacco.</p>	<p><u>T.E. Chapter 16p. 190-214</u> DVD 16: Tackling Tobacco -VVG p. 61-64 PEX: 16-1, 16-2, 16-3, 16-4 Note Taking Guide p. 186-201 TR : p. 260-278 T.T: p. 43-44 CTB-Chapter 16 Test Bank CD</p>
<p>Preventing Drug Abuse Chapter 17</p>	<p>17th Week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912: B.2.1, B.2.2, B.2.4, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, C.1.1, C.1.4, C.1.5, C.1.7, C.1.8, C.2.1, C.2.2, C.2.3, C.2.4, C.2.7, C.2.9, P.1.1, P.1.2, P.1.3, P.2.2, P.2.3</p> <p>PE.912.M.1.17</p> <p>Cross-Curricular: MA.912.S.1.1, MA.912.S.3.3, MA.912.A.10.1</p>	<p>-Define drug abuse and identify the risk of it. -Evaluate how family, friends, and personal factors can influence an individual’s decision about drugs. -Compare the effects of depressants, stimulants, and hallucinogens on the body. -Identify treatment options and steps to take to stay drug free.</p> <p>Anytime CPR</p>	<p><u>T.E. Chapter 17 p. 424-452</u> DVD 17: Food for Thought -VVG p. 65-68 PEX:17-1, 17-2, 17-3, 17-4 Note Taking Guide p. 202-216 TR: p. 279-297 T.T: p. 45-48 CTB-Chapter 17 Test Bank CD</p> <p>Mannequins from AC</p>

Review/Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	HE.912: B.4.1 B.4.3 Cross-Curricular: LA.910.2.2.1	-Review Key concepts and Objectives that will be tested.	Resources on ANGEL in the Health/ P.E. Group: 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6. Games (Folder) <ul style="list-style-type: none"> • Bingo Final Exam
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H.O.P.E. Activity / Fitness Portion: Pacing Guide

Text Resources Abbreviations

Text: Fitness for Life

T.E.: Teacher Edition Wraparound Kit

P.P.: Presentation Packages CD-Rom (Power Points)

T.R.: Teacher Resources CD-Rom Includes:

C.R.: Classroom Resources

S.W.: Student Workbook

P.A.: Physical Activity Workbook

T.C.: Taking Charge Workbook

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards	Lesson Objectives	5 Day Lesson Outline	Resources *Additional PowerPoint Resources on ANGEL
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Fitness Tests/FITNESSGRAM Medical History	Block 1 <ul style="list-style-type: none"> • Course Syllabus • Locks & Lockers/Uniforms • Rules & Procedures • Medical History Block 2 <ul style="list-style-type: none"> • Course Syllabus • Locks & Lockers/Uniforms • Rules & Procedures Fitness Testing	Resources on ANGEL in the Health/ P.E. Group: 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Orientation Material (Folder) <ul style="list-style-type: none"> • Course Syllabus • Brochures

Fitness/ Wellness Chapter 1	2nd Week Approximately five – 49 minute periods of time to complete	M.1.12,M.1.13, M.1.15,M.1.16, M.1.19, M.1.34, M.1.35, L.1.1,L.1.2, L.2.5, L.2.7, R.1.3,R.1.4,	-Define physical fitness, health, & wellness. -Describe some of the benefits of fitness, health, and wellness. -Describe the Five parts of health-related physical fitness. -Describe the 6 parts of skill related physical fitness.	<ol style="list-style-type: none"> 1. Activity 1.1 <i>Start Workout</i> 2. Lesson 1.1 <i>Fitness for Life</i> 3. Self-Assessment 1 <i>Exercise Basics</i> 4. Lesson 1.2 <i>Fitness though Physical Activity</i> 5. Activity 1.2 <i>Health & Skill-Related Fitness Stunts</i> 	Resources on ANGEL in the Health/ P.E. Group: <ol style="list-style-type: none"> 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) <ul style="list-style-type: none"> • Fitness Testing T.E.- Ch.1 p. 2-21 Activity Cards 1-10 &16-26 Vocab Cards 1-5 P.A. 1-1 S.W 1-1 & 1-2 C.R. 1-3, 1-4, 1-5, & 1-6 T.C. 1-1 P.P. 1-1 & 1-2 Chapter Review p. 21 Chapter Test: C.R. 1-8
Safe and Smart Physical Activity Chapter 2	3rd Week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.8, C.1.9, L.1.1, L.1.2, L.1.6, R.1.3,R.1.4, R.1.5	-Explain how to prepare for physical activity. -Explain how the environment affects physical activity. -Describe activity-related physical injuries. -Introduce Guidelines for preventing injuries -RICE to treat physical injuries. -Identify different types of risky exercises.	<ol style="list-style-type: none"> 1. Activity 2.1 <i>Fitness Games</i> 2. Lesson 2.1 <i>Getting Ready</i> 3. Self-Assessment 2 <i>FITNESSGRAM 1</i> 4. Lesson 2.2 <i>Physical Activity & Injury</i> 5. Activity 2.2 <i>Safe Exercise Circuit</i> 	T.E. Chapter 2 p. 22-40 Activity Cards 27-33 Vocab Cards 20-31 P.A. 2-1 S.W 2-1, 2-3, 2-4 C.R. 2-2, 2-3, 2-4, 2-5, 2-6 T.C. 2-1 P.P. 2-1 &2-2 Chapter Review p. 41 Chapter Test: C.R. 2-8
How Much is Enough? FITT Chapter 4	4th Week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.16, M.1.15, M.1.19, M.1.34,	-Discuss the three basic principals of exercise. -Explain how the FITT formula helps you build fitness. -Use the Physical Activity	<ol style="list-style-type: none"> 1. Activity 4.1 <i>Line Exercise</i> 2. Lesson 4.1 <i>How Much Physical Activity is Enough?</i> 	T.E. Chapter 4 p. 60-74 Activity Cards 47-54 Vocab Cards 48-60 P.A. 4-1 S.W 4-1, 4-2

		M.1.35, C.1.11, L.1.1, L.1.2, L.2.4, R.1.3,R.1.4, R.1.5	Pyramid to plan an activity program. -Discuss fitness ratings application to activity program -Identify factors that contribute to fitness. -Describe factors to consider when creating a personal program.	3. Self-Assessment 4 <i>Assessing your Posture</i> 4. Lesson 4.2 <i>How Much Fitness is Enough?</i> 5. Activity 4.2 <i>Circuit Workout</i>	C.R. 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8 T.C. 4-1 P.P. 4-1 &4-2 Chapter Review p. 75 Chapter Test: C.R. 4-10
Pre Test FITNESSGRAM	5 th Week Approximately five – 49 minute periods of time to complete	M.1.14, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4	-Fitness Testing and explanation of the health-related components being tested: <ul style="list-style-type: none"> • Aerobic capacity • Muscular Strength, Endurance, and Flexibility • Body Composition 	1. Aerobic Capacity <ul style="list-style-type: none"> • PACER test • One-mile run/walk • Walk test 2/3.Muscular Strength & Muscular Endurance <ul style="list-style-type: none"> • Curl-Up • Trunk Lift • Push up • Pull up • Flex Arm Hang 4.Flexibility <ul style="list-style-type: none"> • Back-Save • Sit and Reach • Shoulder Stretch 5.Body Composition <ul style="list-style-type: none"> • Percent body fat • Body mass index Assessments to be tracked for the Strategic Plan: Curl-ups, Push-ups, Shoulder stretch, Pacer and BMI	T.E. p. 28-31, 81-82,122-123,265,317 http://www.fitnessgram.net/training/

Learning Self-Management Skills Chapter 5	6 th Week Approximately five – 49 minute periods of time to complete	M.1.14, M.1.34, M.1.35, C.1.14, C.1.25, R.1.3, R.1.4	-Describe the stages of physical activity change. -Describe self management skills and how you can use them for a healthy life. -5.2 Goal Setting -Explain how goal setting can help plan a fitness program. -Identify guidelines for setting goals.	<ol style="list-style-type: none"> 1. Activity 3.1 <i>Cooperative Games or 5.1 Fitness Trail</i> 2. Lesson 5.1 <i>Learning Self-Management Skills</i> 3. Self Assessment 5 FITNESSGRAM 2 4. Lesson 5.2 <i>Goal Setting</i> 5. Activity 5.2 <i>Elastic Band Exercise Circuit</i> 	<u>T.E. Chapter 5 p. 76-88</u> Activity Cards 55-61 Vocab Cards 61-67 P.A. 5-1 S.W. 5-1, 5-2 C.R. 5-2, 5-3, 5-4, 5-6, 5-7 T.C. 5-1 P.P. 5-1 & 5-2 Chapter Review p. 89 Chapter Test: C.R.5-8
Lifestyle Physical Activity & Positive Attitudes Chapter 6	7 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.16, M.1.19, M.1.34, M.1.35, C.1.24, L.1.16	-Describe various types of lifestyle physical activity. -Describe FIT formula for lifestyle physical activities. -List some reasons for negative attitudes about physical activity and how to change them into positive. -List reasons why people like to exercise. -Explain how you can help others develop a positive attitude towards physical education.	<ol style="list-style-type: none"> 1. Activity 6.1 <i>School Stepping</i> 2. Lesson 6.1 <i>Choices from the Pyramid</i> 3. Self-Assessment 6 <i>Walking Test</i> 4. Lesson 6.2 <i>Attitudes</i> 5. Activity 6.2 <i>Walking for Wellness</i> 	<u>T.E. Chapter 6 p. 90-99</u> Vocab Cards 68-70 P.A. 6-1 S.W. 6-1, 6-2 C.R. 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8 T.C. 6-1 P.P. 6-1 & 6-2 Chapter Review p. 100 Chapter Test: C.R. 6-9
Active Sports & Skill Related Physical Fitness Chapter 9	8 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.14, C.1.25, R.1.3, R.1.4	- Describe Skill-related components of fitness -Introduction of activities for skill related fitness -Identify four categories of sports -Explain why fitness is	<ol style="list-style-type: none"> 1. Activity 9.1 <i>Orienteering</i> 2. Lesson 9.1 <i>Skill-Related Fitness Abilities</i> 3. Self-Assessment 9 <i>Assessing Skill-Related Fitness Abilities</i> 	Resources on ANGEL in the Health/ P.E. Group: <ol style="list-style-type: none"> 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6. Fitness Testing (Folder)

			important to sport participants. -Discuss guidelines for choosing a sport.	4. Lesson 9.2 <i>Active Sports</i> 5. Activity 9.2 <i>The Sports Star Program</i>	<ul style="list-style-type: none"> • Skill –Related Fitness Testing T.E. Chapter 9 p.132-152 Activity Cards 78-84 Vocab Cards 89-93 P.A. 9-1 S.W 9-1, 9-3 C.R. 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9 T.C. 9-1 P.P. 9-1 & 9-2 Chapter Review p. 150 Chapter Test: C.R. 9-11
Cardio respiratory Fitness Chapter 7	9 th Week Approximately five- 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.12 C.1.15, C.1.16, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5	-Describe the benefits of cardiovascular fitness to health and wellness. -Explain the relationship between physical activity and good cardiovascular fitness. -Explain the difference between aerobic & Anaerobic activity. -Describe the FIT formula for developing cardiovascular fitness. -Describe threshold of training and target zone for building cardiovascular fitness.	1. Activity 7.1 <i>Aerobic Dance Routine</i> 2. Lesson 7.1 <i>Cardiovascular Fitness Facts</i> 3. Self-Assessment <i>7 Step Test & One Mile Run</i> 4. Lesson 7.2 <i>Building Cardiovascular Fitness</i> 5. Activity 7.2 <i>How Much Activity is Enough?</i>	Resources on ANGEL in the Health/ P.E. Group: 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) <ul style="list-style-type: none"> • Cardio Info Charts • Cardio Material T.E. Chapter 7 p. 102-117 Activity Cards 62-68 Vocab Cards 71-82 P.A. 7-1, S.W 7-1, 7-2 C.R. 7-2, 7-3, 7-4, 7-5, 7-6, 7-7 T.C. 7-1, P.P. 7-1 & 7-2 Chapter Review p. 117 Chapter Test: C.R. 7-8
Muscular Strength and	10 th Week Approximately	M.1.12, M.1.15,	-Explain the difference between muscular strength and	1. Activity 11.1 <i>Partner Resistance Exercise</i>	Resources on ANGEL in the Health/ P.E. Group: : 1. Content (Tab)

<p>Endurance Chapter 11 Chapter 12</p>	<p>five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, L.2.6, R.1.3,R.1.4, R.1.5</p>	<p>endurance. -Discuss types of muscles and muscle fibers. -Describe methods of Progressive resistance exercise. -Identify health and wellness benefits of strength -Myths and Misconceptions of strength training. -Describe benefits of good muscular endurance. -Describe methods of doing inexpensive PRE for health, fitness, and wellness.</p>	<p>2. Lesson 11.1 & 11.2 <i>Muscle Fitness Basics Building Strength</i> 3. Self-Assessment 11 & 12 <i>Modified 1RM & Grip Strength</i> 4. Lesson 12.1 & 12.2 <i>Improving Muscular Endurance Muscle Fitness</i> 5. Activity 12.2 <i>Exercise Circuit</i></p>	<p>2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6.a Circuit Training Material (Folder) <ul style="list-style-type: none"> • All-Around Circuit • 4-Corner Basic Circuit 6.b Weight Training (Folder) <ul style="list-style-type: none"> • Workouts T.E. Chapter 11 p.176-199 T.E. Chapter 12 p.200-217 Activity Cards 111-129/130-143 Vocab Cards 102-117/118-127 P.A. 11-1/12-1 S.W 11-1, 11-2/ 12-1, 12-2 C.R. 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-10, 11-11/ 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9 T.C. 11-1/12-1 P.P. 11-1 & 11-2/ 12-1 & 12-2 Chapter Review p. 199/218 Chapter Test: C.R. 11-13/ 12-11</p>
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<p>Flexibility Chapter 10</p>	<p>11th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.16, M.1.19, , M.1.34, M.1.35, C.1.7, L.1.1, L.1.2, L.2.6, R.1.3,R.1.4, R.1.5</p>	<p>-Describe the characteristics of flexibility. -Explain why it is important to balance strength and flexibility exercises. -Explain the differences among static stretching, PNF stretching, and ballistic stretching. -Describe the fitness target zones for static and ballistic exercise.</p>	<ol style="list-style-type: none"> 1. Activity 10.1 <i>Jump & Stretch</i> 2. Lesson 10.1 <i>Flexibility Facts</i> 3. Self-Assessment 10 <i>Arm, Leg, Trunk Flexibility</i> 4. Lesson 10.2 <i>Improving Flexibility</i> 5. Activity 10.2 <i>Flexibility Circuit</i> 	<p><u>T.E. Chapter 10 p.154-173</u> Activity Cards 85-110 Vocab Cards 94-101 P.A. 10-1 S.W 10-1, 10-2 C.R. 10-2, 10-3, 10-5, 10-6 T.C. 10-1 P.P. 10-1 & 10-2 Chapter Review p.173 Chapter Test: C.R. 10-8</p>
<p>Body Composition Chapter 13</p>	<p>12th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, L.2.6, R.1.3,R.1.4, R.1.5</p>	<p>- Describe a healthy level of body fatness and how it can be assessed. -Explain how the level of body fatness is related to good health. -Explain how to use the FIT formula for fat control. -Explain how physical activity helps a person maintain a healthy body fat level.</p>	<ol style="list-style-type: none"> 1. Activity 13.1 <i>Your Exercise Circuit</i> 2. Lesson 13.1 <i>Facts About Body Composition</i> 3. Self-Assessment 13 <i>Skin folds &Height-Weight Charts</i> 4. Lesson 13.2 <i>Controlling Body Fitness</i> 5. Activity 13.2 <i>Muscle Fitness with Resistance Machines</i> 	<p>Resources on ANGEL in the Health/ P.E. Group: <ol style="list-style-type: none"> 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6. Body Composition Materials (Folder) <ul style="list-style-type: none"> • Charts (10) <u>T.E. Chapter 13 p.220-240</u> Activity Cards 144-153 Vocab Cards 128-137 P.A. 13-1 S.W 13-1, 13-4 C.R. 13-2, 13-3, 13-5, 13-6, 13-8 T.C. 13-1 P.P. 13-1 & 13-2 Chapter Review p.241 Chapter Test: C.R. 13-10</p>

<p>Choosing Nutritious Food Chapter 14</p>	<p>13th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5 C.1.3, C.1.2 4, L.1.3, L.1.16</p>	<p>-Describe the three types of nutrients that provide energy. -Explain why vitamins and minerals are necessary to good health. -Explain how to use the FIT formula to meet your nutritional needs. -Explain how reading food labels can help you make healthy food choices.</p>	<ol style="list-style-type: none"> 1. Activity 14.1 <i>Jollyball</i> 2. Lesson 14.1 <i>Healthy Diet</i> 3. Self-Assessment 14 <i>Body Measurements</i> 4. Lesson 14.2 <i>Making Food Choices</i> 5. Activity 14.2 <i>Cooperative Aerobics</i> 	<p>Resources on ANGEL in the Health/ P.E. Group:</p> <ol style="list-style-type: none"> 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6.a Nutrition (Folder) <ul style="list-style-type: none"> • Charts (4) 6.b Circuit Training Material (Folder) <ul style="list-style-type: none"> • Run to Burn 1 & 2 • Food Pyramid Circuit <p>T.E. Chapter 14 p. 242-258 Vocab Cards 138-151 P.A. 14-1 S.W 14-1, 14- C.R. 14-2, 14-3, 14-4, 14-5, 14-6 T.C. 14-1 P.P. 14-1 & 14-2 Chapter Review p.259 Chapter Test: C.R. 14-8</p>
<p>Stress Management Chapter 17</p>	<p>14th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5 C.1.3, C.1.2 4, L.1.3, L.1.16</p>	<p>-Define Stress and list its causes and effects. -Define Eustress, Distress, & competitive stress. -Discuss how to manage and deal with stress in everyday life.</p>	<ol style="list-style-type: none"> 1. Activity 17.1 <i>Frisbee Golf</i> 2. Lesson 17.1 <i>Facts About Stress</i> 3. Self-Assessment 17 <i>Identifying Signs of Stress</i> 4. Lesson 17.2 <i>Managing Stress</i> 5. Activity 17.2 <i>Relaxation Exercises for Stress Management</i> 	<p>Resources on ANGEL in the Health/ P.E. Group: :</p> <ol style="list-style-type: none"> 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6. Stress (Folder) <ul style="list-style-type: none"> • Stress Level Test <p>T.E. Chapter 17 p. 292-302 Activity Cards 170-171 Vocab Cards 162-171 P.A. 17-1 S.W 17-1, 17-4 C.R. 17-2, 17-3, 17-4,</p>

					T.C. 17-1 P.P. 17-1 &17-2 Chapter Review p. 303 Chapter Test: C.R. 17-6
Making Consumer Choices Chapter 15	15 th week Approximately five – 49 minute periods of time to complete	M.1.12,M.1.13, M.1.15,M.1.16, M.1.19,M.1.34, M.1.35,C.1.18, L.1.1, L.1.2, R.1.3,R.1.4, R.1.5	-Explain the importance of being an informed health consumer. -Identify reliable sources of health-related and fitness information on misconceptions. -Evaluate health-related and fitness-related facilities. -Evaluated printed material, videos, and internet resources related to health and fitness.	1. Activity 15.1 <i>Continuous Rhythmical Exercise</i> 2. Lesson 15.1 <i>Health & Fitness Quackery</i> 3. Self-Assessment 15 <i>Reassessing Body Composition, Flexibility, & Strength</i> 4. Lesson 15.2 <i>Evaluating Health Clubs, Equipment, Media, & Internet Materials</i> 5. Activity 15.2 <i>Isometric Circuit</i>	T.E. Chapter 15 p. 260-275 Activity Cards 154-169 Vocab Cards 152-157 P.A. 15-1 S.W 15-1, 15-3, C.R. 15-2, 15-3, 15-5, 15-7 T.C. 15-1 P.P. 15-1 & 15-2 Chapter Review p. 276 Chapter Test: C.R. 15-9
Personal Program Planning Chapter 18	16 th Week Approximately five – 49 minute periods of time to complete	M.1.12,M.1.13, M.1.15,M.1.16, M.1.19,. M.1.34,M.1.35, L.1.1,L.1.2, L.2.5, L.2.7, R.1.3,R.1.4, R.1.5	-Explain how to use a fitness profile to plan a personal fitness program. -Describe the five steps in planning a personal fitness program. -Describe the five stages of physical activity. -Identify the strategies that help people become active and stay active at each of the stages.	1. Activity 18.1 <i>Exercising at Home</i> 2. Lesson 18.1 Program Planning 3. Self-Assessment 18 <i>Evaluating your Personal Program</i> 4. Lesson 18.2 <i>Staying Fit & Active</i> 5. Activity 18.2 <i>Performing Your Plan</i>	T.E. Chapter 18 p. 304-316 Vocab Cards 172-174 P.A. 18-1 S.W 18-1 & 18-2 C.R. 18-2, 18-3, 18-4 T.C. 18-1 P.P. 18-1 & 18-2 Chapter Review p. 317 Chapter Test: C.R. 18-3

<p>Fit Testing Post Testing</p>	<p>17th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.14, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4</p>	<p>-Fitness Testing and explanation of the health-related components being tested:</p> <ul style="list-style-type: none"> • Aerobic capacity • Muscular Strength, Endurance, and Flexibility • Body Composition 	<p>2. Aerobic Capacity</p> <ul style="list-style-type: none"> • PACER test • One-mile run/walk • Walk test <p>2/3. Muscular Strength & Muscular Endurance</p> <ul style="list-style-type: none"> • Curl-Up • Trunk Lift • Push up • Pull up • Flex Arm Hang <p>4. Flexibility</p> <ul style="list-style-type: none"> • Back-Save • Sit and Reach • Shoulder Stretch <p>5. Body Composition</p> <ul style="list-style-type: none"> • Percent body fat • Body mass index 	<p>T.E. p. 28-31, 81-82,122-123,265,317 http://www.fitnessgram.net/training/</p>
<p>Review and Final Exam</p>	<p>18th Week Approximately five – 49 minute periods of time to complete</p>	<p>R.1.1,R.1.3, R.1.4</p>	<p>-Review Key concepts and Objectives that will be tested.</p>	<p>Review & Testing Schedule</p>	<p>Resources on ANGEL in the Health/ P.E. Group:</p> <ol style="list-style-type: none"> 1. Content (Tab) 2. Physical Education (Folder) 3. High School (Folder) 4. Supplementary Materials (Folder) 5. Fitness (Folder) 6. Games (Folder) <ul style="list-style-type: none"> • Bingo <p>Final Exam</p>

H.O.P.E.: Course Descriptions and Benchmark Numbers

RELATED BENCHMARKS (98):

Benchmark	Description
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.

- HE.912.B.3.4 Generate alternatives to health-related issues or problems.
- HE.912.B.3.5 Appraise the potential short-term and long-term outcomes of each alternative on self and others.
- HE.912.B.3.6 Employ the healthiest choice when considering all factors in making a decision.
- HE.912.B.4.1 Evaluate personal health practices and overall health status to include all dimensions of health.
- HE.912.B.4.2 Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
- HE.912.B.4.3 Implement strategies and monitor progress in achieving a personal health goal.
- HE.912.B.4.4 Formulate an effective long-term personal health plan.
- HE.912.C.1.1 Predict how healthy behaviors can affect health status.
- HE.912.C.1.2 Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
- HE.912.C.1.4 Analyze how heredity and family history can impact personal health.
- HE.912.C.1.5 Propose strategies to reduce or prevent injuries and health problems.
- HE.912.C.1.7 Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
- HE.912.C.1.8 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
- HE.912.C.2.1 Analyze how the family influences the health of individuals.
- HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors.
- HE.912.C.2.3 Assess how the school and community can affect personal health practice and behaviors.

HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.5	Evaluate the effect of media on personal and family health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
LA.910.1.6.5	The student will relate new vocabulary to familiar words;
LA.910.2.2.1	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
LA.910.2.2.5	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

- LA.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
- LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
- LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and non-print media;
- MA.912.A.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
- MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card. (DOK Rating: High)
- MA.912.F.4.1 Develop personal budgets that fit within various income brackets. (DOK Rating: Moderate)
- MA.912.S.1.1 Formulate an appropriate research question to be answered by collecting data or performing an experiment. (DOK Rating: High)
- MA.912.S.3.3 Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
- MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card. (DOK Rating: High)
- PE.912.C.1.6 Compare and contrast the health-related benefits of various physical activities.
- PE.912.C.1.7 Evaluate the effectiveness of specific warm-up and cool-down activities.
- PE.912.C.1.8 Differentiate between the three different types of heat illnesses associated with fluid loss.
- PE.912.C.1.9 Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
- PE.912.C.1.10 Analyze long-term benefits of participating in regular physical activity.
- PE.912.C.1.11 Explain how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) is improved through the application of training principles.

- PE.912.C.1.12 Compare and contrast aerobic versus anaerobic activities.
- PE.912.C.1.13 Document food intake, calories consumed, and energy expended through physical activity and analyze the results.
- PE.912.C.1.14 Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.
- PE.912.C.1.15 Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.
- PE.912.C.1.16 Explain the methods of monitoring levels of intensity during aerobic activity.
- PE.912.C.1.17 Assess physiological effects of exercise during and after physical activity.
- PE.912.C.1.18 Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
- PE.912.C.1.22 Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.

- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.1 Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- PE.912.L.2.5 Assess and evaluate the use of a variety of physical activities in developing a personal fitness program.
- PE.912.L.2.6 Analyze health-related problems associated with inadequate levels of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.2.7 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.
- PE.912.M.1.13 Perform a student designed cardiorespiratory enhancing workout.
- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.
- 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.
- PE.912.M.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.M.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.1 Select and participate 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.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

H.O.P.E.: Related Glossaries

RELATED GLOSSARIES (13)

<u>Keyword</u>	<u>Definition</u>
Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Point	A specific location in space that has no discernable length or width.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.

Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: INDIVIDUAL AND DUAL SPORTS 1

Subject Area:	Physical Education
Course Number:	1502410
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Individual/Dual

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness.

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

The sports offered may include but not limited to tennis, table tennis, badminton, golf, juggling, track and field, and archery.

Individual and Dual Sports 1: Pacing Guide

Topic/Section to be Covered (All topics in weeks 3-16 are all intertwined within this course)	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered (All lessons in weeks 3-16 are taught within each sport and/or intertwined throughout this course.)	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.19, M.1.34, M.1.35, C.1.7, C.1.14, C.1.22	Skill Related - Fitness Tests/Conditioning Correct Warm-up/Cool-Down to be used in course for selected activities (Examples: Archery, Golf, Tennis, Table Tennis, Racquetball, Badminton, Juggling, Track & Field)	See Angel for Fitness Testing
Understand the history	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.35, R.2.3 LA.912.1.6.1 (cross-curricular)	Handouts Lecture and Discussion/Vocabulary Individual And Dual Sports Notebook Drills pertaining to selected sport	See Angel for Basic Rules and history Other Resources: Internet on history of Individual/Dual Sports
Rules and terminology	4 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.34, M.1.35, C.1.28 MA.912.A.10.1 (cross-curricular) LA.912.1.6.1 (cross-curricular)	Lecture and Discussion/Vocabulary Handouts Diagrams Demonstrations Drills pertaining to selected sport	Other Resources: Crosswords CD's-Crossword Generator-can obtain from online

Proper techniques	5 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.31, M.1.32, M.1.33, M.1.35, C.1.23, C.1.28, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5	Demonstrations Examples and Non-examples Partner Activities Drills pertaining to selected sports	Other Resources could be: Skills Video Guest Speakers/ Professional Athletes Teaching Professionals Basic Information found on Angel
Exhibit an improved skill level	6 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, L.1.1, R.2.2 R.1.3, R.1.4, R.1.5	Skills Test Skills Practice/Evaluate skill patterns of self and others by detecting and correcting mechanical errors. Demonstrations Observations/Checklist Stop/correct/refine Video correction techniques	Other Resources: Videotape play and review, analyze skill of class
Strategies of individual and dual play	7 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.2.4, R.1.3, R.1.4, R.1.5	Lecture Demonstrations Handouts Drills Lead-up/modified games Questions and Answers	Other Resources: Internet on Individual/Dual Strategy play The Sports Rule Book – Human Kinetics
Exhibit attributes of positive sportsmanship	8 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5, C.1.20	Discussions Examples and Non-examples Acknowledge positive behavior and how conflicts can be resolved. Handshakes	
Understand social skills	9 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Demonstrations Peer to Peer Instruction Cooperative Activities Situational practice	

Physical Fitness Value	10 th Week 1 st Approximately five – 49 minute periods of time to complete	M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.31,, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, L.1.1, R.1.3, R.1.4, R.1.5	Discussion Differences in values depending on sports Lead up and modified games Journal of participation in physical activity	See Angel for: Personal Fitness Understanding Fitness
Physiological principles related to exercise and training Stress Management	11 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, C.1.27, L.1.1,L.1.3, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5	Review physiological principles from Personal Fitness Lead up and modified games Application in activity, drills, skills practice Medicine ball Activities as it relates to activity. Breathing and relaxation techniques discussed and practice and apply.	See Angel for: Personal Fitness FITT Power Points and Med Ball activities.
Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	C.1.13 M.1.5, M.1.15, M.1.16, M.1.19, C.1.16, C.1.10	Discussion Differences in calories depending on sports Modified games Circuit Training	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight
Exhibit an improved or maintained level of the health-related components of physical fitness	13 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, L.1.1, R.1.3, R.1.4, R.1.5	Document participation Observations Checklist on Skills General Individual Evaluation	

<p>Understand and use safety practices</p>	<p>14th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.9, C.1.10, C. L.1.1,L.1.6, C.1.25, R.1.3, R.1.4, R.1.5</p>	<p>Lecture and Discussion Examples and Non-Examples Situational Safety Precautions to be taken in extreme weather and environmental conditions. Identify appropriate activity and adapt for persons with disabilities/variety of skill levels Review risk and safety factors that effect physical activity throughout life</p>	
<p>Understand consumer issues</p>	<p>15th Week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.18, C.1.25, C.1.26</p>	<p>Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips)</p>	<p>See Angel for: Power Point on Consumer Issues</p>
<p>Exhibit positive attitude as a participant and an observer</p>	<p>16th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5, R.2.3</p>	<p>Goal Setting/Honesty on calls Discussion/Questions and Answers Honor system Explore roles of games/activities in other cultures. Skill Fitness Evaluation</p>	
<p>Review</p>	<p>17th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.6, C.1.10, R.1.3, R.1.4, R.1.5, R.2.1</p>	<p>Discussion and encouragement to participate in a variety of physical activities outside of school setting. Fitness Testing Review handout/notes Question and Answer Session</p>	

Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill Testing/Fitness Testing, Final Exam	
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Individual and Dual Sports 1: Course Descriptions and Benchmark Numbers

Course Code	1502410
Course Title	Individual and Dual Sports 1
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	INDIV/DUAL SPRTS 1
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Individual and Dual >

RELATED BENCHMARKS (23):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.

- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the 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.
- PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

- PE.912.R.2.1 Select and participate 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.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Individual and Dual Sports 1: Related Glossaries

RELATED GLOSSARIES (9)

Keywords (9)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: INDIVIDUAL AND DUAL SPORTS 2

Subject Area:	Physical Education
Course Number:	1502420
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	Individual/Dual Sports I
Category:	Individual/Dual

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness.

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

This is an extension of Individual/Dual Sports I.

Other sports/activities offered in this course may include but not limited to run/walk/jog, bowling, bocce, ultimate Frisbee, fencing, handball, swimming, biking, and racquetball.

Individual and Dual Sports 2: Pacing Guide

Topic/Section to be Covered (All topics in weeks 3-16 are all intertwined within this course)	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered (All lessons in weeks 3-16 are taught within each sport and/or intertwined throughout this course.)	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.19, M.1.34, M.1.35, C.1.7, C.1.14, C.1.22 MA.912.S.3.3 (cross-curricular)	Skill Related - Fitness Tests/to measure data Correct Warm-up/Cool-Down to be used in course for selected activities-Conditioning (Examples: Archery, Golf, Tennis, Table Tennis, Racquetball, Badminton, Juggling, Track & Field)	See Angel for Fitness Testing
Understand the history	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.35, R.2.3 LA.912.1.6.1 (cross-curricular)	Handouts Lecture and Discussion/Vocabulary Individual And Dual Sports Notebook Drills pertaining to selected sport Practical Application	See Angel for Basic Rules and history Other Resources: Internet on history of Individual/Dual Sports
Rules and terminology	4 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.34, M.1.35, C.1.28 MA.912.A.10.1 (cross-curricular)	Lecture and Discussion/Vocabulary Handouts Diagrams Demonstrations Drills pertaining to selected sport Practical Application	Other Resources: Crosswords CD's-Crossword Generator-can obtain from online

Proper techniques	5 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.25, M.1.31, M.1.32, M.1.33, M.1.35, C.1.23, C.1.28, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5 LA.1112.6.4.1 (cross-curricular)	Demonstrations Examples and Non-examples Partner Activities Drills pertaining to selected sports Practical Application	Other Resources could be: Skills Video Guest Speakers/ Professional Athletes Teaching Professionals Basic Information found on Angel
Exhibit an improved skill level	6 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, L.1.1, R.2.2 R.1.3, R.1.4, R.1.5	Skills Test Skills Practice/Evaluate skill patterns of self and others by detecting and correcting mechanical errors. Demonstrations Observations/Checklist Stop/correct/refine Video correction techniques Practical Application	Other Resources: Videotape play and review, analyze skill of class
Strategies of individual and dual play	7 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.2.4, R.1.3, R.1.4, R.1.5	Lecture Demonstrations Handouts Drills Lead-up/modified games Questions and Answers Practical Application	Other Resources: Internet on Individual/Dual Strategy play The Sports Rule Book – Human Kinetics
Exhibit attributes of positive sportsmanship	8 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5, C.1.20	Discussions Examples and Non-examples Acknowledge positive behavior and how conflicts can be resolved. Handshakes Practical Application	

Understand social skills	9 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Demonstrations Peer to Peer Instruction Cooperative Activities Situational practice Practical Application	
Physical Fitness Value	10 th Week 1 st Approximately five – 49 minute periods of time to complete	M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.31,, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, L.1.1, L.1.16, R.1.3, R.1.4, R.1.5	Discuss differences in values depending on sports. Lead up and modified games Journal of participation in physical activity Practical Application Discuss knowledge of risks and safety practices and how it may affect physical activity throughout life. Demonstrate how all skill and health related fitness is used in performance of technical movements concentrating on body alignment using strength, flexibility and coordination.	See Angel for: Personal Fitness Understanding Fitness
Physiological principles related to exercise and training Stress Management	11 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.10, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, C.1.27, L.1.1,L.1.3, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5	Review physiological principles from Personal Fitness Lead up and modified games Application in activity, drills, skills practice Practical Application Medicine ball Activities as it relates to activity and life in real life applications. Breathing and relaxation techniques discussed and practice and apply.	See Angel for: Personal Fitness FITT Power Points
Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	C.1.13 M.1.5, M.1.15, M.1.16, M.1.19, C.1.16, C.1.10	Discussion Differences in calories depending on sports Modified games Circuit Training Practical Application	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight

<p>Exhibit an improved or maintained level of the health-related/skill related components of physical fitness</p>	<p>13th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.22, M.1.23, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Document participation Observations Checklist on Skills. Demonstrate advanced combinations of motor skills and proficiency when striking with an object.. General Individual Evaluation Practical Application</p>	
<p>Understand and use safety practices</p>	<p>14th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.9, C.1.10, C. L.1.1,L.1.6, C.1.25, R.1.3, R.1.4, R.1.5</p>	<p>Lecture and Discussion Examples and Non-Examples Situational Safety Precautions to be taken in extreme weather and environmental conditions. Identify appropriate activity and adapt for persons with disabilities/variety of skill levels Review risk and safety factors that effect physical activity throughout life Practical Application</p>	
<p>Understand consumer issues</p>	<p>15th Week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.18, C.1.25, C.1.26</p>	<p>Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips) Practical Application</p>	<p>See Angel for: Power Point on Consumer Issues</p>
<p>Exhibit positive attitude as a participant and an observer</p>	<p>16th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5, R.2.3</p>	<p>Goal Setting/Honesty on calls Discussion/Questions and Answers Honor system Explore roles of games/activities in other cultures. Skill Fitness Evaluation Practical Application</p>	

Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.6, C.1.10, R.1.3, R.1.4, R.1.5, R.2.1	Discussion and encouragement to participate in a variety of physical activities outside of school setting. Fitness Testing Review handout/notes Question and Answer Session	
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill Testing/Fitness Testing, Final Exam	

Individual and Dual Sports 2: Course Descriptions and Benchmark Numbers

Course Code	1502420
Course Title	Individual and Dual Sports 2
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	INDIV/DUAL SPRTS 2
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Individual and Dual >

RELATED BENCHMARKS (32):

Benchmark	Description
LA.1112.6.4.1	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations).
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.7 PE.912.C.1.9	Evaluate the effectiveness of specific warm-up and cool-down activities.

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

- PE.912.C.1.20 Know various ways in which physical conflict can be resolved appropriately.
- PE.912.C.1.22 Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the 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.
- 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 an object/implement.
- PE.912.M.1.24 Apply a combination of complex movement patterns in a game setting.

- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.1.31 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.1 Select and participate 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.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Individual and Dual Sports 2: Related Glossaries

RELATED GLOSSARIES (14)

Keywords (14)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Point	A specific location in space that has no discernable length or width.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.

Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Motor skill	Activity that involves motion, representing a movement pattern that has been learned.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: INDIVIDUAL AND DUAL SPORTS 3

Subject Area:	Physical Education
Course Number:	1502430
Grade Level:	10 – 12
Credit:	0.5
Prerequisite:	Individual/Dual Sports II
Category:	Individual/Dual

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness.

The purpose of this course is to enable students to develop knowledge and skills specified in for each sport/activity offered.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

This is an extension of Individual/Dual Sports II. Other sports/activities offered in this course may include but not limited to cross country running, paddle ball, handball, horse shoes, shuffleboard, gymnastics and self defense.

Individual and Dual Sports 3: Pacing Guide

Topic/Section to be Covered (All topics in weeks 3-16 are all intertwined within this course)	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered (All lessons in weeks 3-16 are taught within each sport and/or intertwined throughout this course.)	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.19, M.1.34, M.1.35, C.1.7, C.1.14, C.1.22 MA.912.S.3.3 (cross-curricular)	Skill Related - Fitness Tests/to measure data Correct Warm-up/Cool-Down to be used in course for selected activities- Conditioning (Examples: Archery, Golf, Tennis, Table Tennis, Racquetball, Badminton, Juggling, Track & Field)	See Angel for Fitness Testing
Understand the history	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.35, R.2.3 LA.910.1.6.1 (cross-curricular)	Handouts Lecture and Discussion/Vocabulary Individual And Dual Sports Notebook Drills pertaining to selected sport Practical Application	See Angel for Basic Rules and history Other Resources: Internet on history of Individual/Dual Sports
Rules and terminology	4 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.34, M.1.35, C.1.28 MA.912.A.10.1 (cross-curricular)	Lecture and Discussion/Vocabulary Handouts Diagrams Demonstrations Drills pertaining to selected sport Practical Application	Other Resources: Crosswords CD's-Crossword Generator-can obtain from online

<p>Proper techniques</p>	<p>5th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.25, M.1.31, M.1.32, M.1.33, M.1.35, C.1.23, C.1.28, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5 LA.5.2.5 (cross-curricular)</p>	<p>Demonstrations Examples and Non-examples Partner Activities Drills pertaining to selected sports Practical Application In groups to research and organize information for oral presentations using digital presentations, web-cast or charts.</p>	<p>Other Resources could be: Skills Video Guest Speakers/ Professional Athletes Teaching Professionals Basic Information found on Angel</p>
<p>Exhibit an improved skill level</p>	<p>6th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, L.1.1, R.2.2 R.1.3, R.1.4, R.1.5</p>	<p>Skills Test Skills Practice/Evaluate skill patterns of self and others by detecting and correcting mechanical errors. Demonstrations Observations/Checklist Stop/correct/refine Video correction techniques Practical Application</p>	<p>Other Resources: Videotape play and review, analyze skill of class</p>
<p>Strategies of individual and dual play</p>	<p>7th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.2.4, R.1.3, R.1.4, R.1.5</p>	<p>Lecture Demonstrations Handouts Drills Lead-up/modified games Questions and Answers Practical Application</p>	<p>Other Resources: Internet on Individual/Dual Strategy play The Sports Rule Book – Human Kinetics</p>
<p>Exhibit attributes of positive sportsmanship</p>	<p>8th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5, C.1.20</p>	<p>Discussions Examples and Non-examples Acknowledge positive behavior and how conflicts can be resolved. Handshakes Practical Application</p>	
<p>Understand social skills</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Demonstrations Peer to Peer Instruction Cooperative Activities Situational practice Practical Application</p>	

Physical Fitness Value	10 th Week 1 st Approximately five – 49 minute periods of time to complete	M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.31,, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, L.1.1, L.1.16, R.1.3, R.1.4, R.1.5	Discuss differences in values depending on sports. Lead up and modified games Journal of participation in physical activity Practical Application Discuss knowledge of risks and safety practices and how it may affect physical activity throughout life. Demonstrate how all skill and health related fitness is used in performance of technical movements concentrating on body alignment using strength, flexibility and coordination.	See Angel for: Personal Fitness Understanding Fitness
Physiological principles related to exercise and training Stress Management	11 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.10, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, C.1.27, L.1.1,L.1.3, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5	Review physiological principles from Personal Fitness Lead up and modified games Application in activity, drills, skills practice Practical Application Medicine ball Activities as it relates to activity and life in real life applications. Breathing and relaxation techniques discussed and practice and apply.	See Angel for: Personal Fitness FITT Power Points
Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	C.1.13 M.1.5, M.1.15, M.1.16, M.1.19, C.1.16, C.1.10	Discussion Differences in calories depending on sports Modified games Circuit Training Practical Application	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight
Exhibit an improved or maintained level of the health-related components of physical fitness	13 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.22, M.1.23, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, L.1.1, R.1.3, R.1.4, R.1.5	Document participation Observations Checklist on Skills. Demonstrate advanced combinations of motor skills and proficiency when striking with an object.. General Individual Evaluation Practical Application	

Understand and use safety practices	14 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.9, C.1.10, C. L.1.1,L.1.6, C.1.25, R.1.3, R.1.4, R.1.5	Lecture and Discussion Examples and Non-Examples Situational Safety Precautions to be taken in extreme weather and environmental conditions. Identify appropriate activity and adapt for persons with disabilities/variety of skill levels Review risk and safety factors that effect physical activity throughout life Practical Application	
Understand consumer issues	15 th Week Approximately five – 49 minute periods of time to complete	C.1.18, C.1.25, C.1.26	Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips) Practical Application	See Angel for: Power Point on Consumer Issues
Exhibit positive attitude as a participant and an observer	16 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5, R.2.3	Goal Setting/Honesty on calls Discussion/Questions and Answers Honor system Explore roles of games/activities in other cultures. Skill Fitness Evaluation Practical Application	
Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.6, C.1.10, R.1.3, R.1.4, R.1.5, R.2.1	Discussion and encouragement to participate in a variety of physical activities outside of school setting. Fitness Testing Review handout/notes Question and Answer Session	
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill Testing/Fitness Testing, Final Exam	

Course Code	1502430
Course Title	Individual and Dual Sports 3
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	INDIV/DUAL SPRTS 3
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Individual and Dual >

**Individual and Dual Sports 3:
Course Descriptions and Benchmark Numbers**

RELATED BENCHMARKS (32):

Benchmark	Description
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

- PE.912.C.1.21 Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.24 Analyze the mechanical principles as they apply to specific course activities.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the 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.
- 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 an object/implement.
- PE.912.M.1.24 Apply a combination of complex movement patterns in a game setting.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.

- 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.1.31 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.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.1 Select and participate 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.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Individual and Dual Sports 3: Related Glossaries

RELATED GLOSSARIES (13)

<u>Keywords (13)</u>	<u>Definition</u>
Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Point	A specific location in space that has no discernable length or width.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.

Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Motor skill	Activity that involves motion, representing a movement pattern that has been learned.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: LIFE MANAGEMENT SKILLS

Subject Area:	Health
Course Number:	0800300
Grade Level:	This course is mandatory for graduation for students who entered the ninth grade prior to 2007-2008
Prerequisite:	None
Category:	Health

The purpose of this course is to provide students with the opportunity to develop and enhance critical life management skills necessary to make sound decisions and take positive action for healthy and effective living.

Specific content will include but not be limited to: positive emotional development; communication, interpersonal and coping skills; responsible decision making and planning; nutrition and weight management; substance use and misuse, including the hazards of smoking; knowledge and skills needed to be a wise consumer; community resources; personal money management; performance of one-rescuer cardiopulmonary resuscitation (CPR) and first aid for an obstructed airway; suicide awareness and prevention; and self-examination for breast and testicular cancer.

The District School Board of Collier County has adopted a policy enabling students to study Abstinence and Human Sexuality education as part of the Comprehensive Health program. Any student whose parent makes a written request to the school principal shall be exempt from HIV/AIDS and human sexuality instructional activities.

Life Management Skills: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Introduction/Wellness	1 st week Approximately five – 49 minute periods of time to complete	HE.912.C.1.1, HE.912. C.1.2 HE.912. C.1.4, HE.912. C.1.5, HE.912. B.3.1, HE.912. B.3.2, HE.912 B.3.6, HE.912. B.4.1, HE.912. B.4.2, HE.912. B.4.3, HE.912. B.4.4	Wellness Course Syllabus Attendance Procedures Rules and Regulations	TE-pp.4-19 TR/Units 1 & 2/pp.1-16
Decision Making	2 nd Week Approximately 2 days of 49 minute periods of time to complete	HE.912.B.3.3 HE.912.B.3.3 HE.912.B.3.6 HE.912.C.1.5 HE.912.P.1.1	Making Decisions	TE-pp.20-33 TR/Units 1 &2/pp.17-36
Mental/Emotional Health	2 nd Week Approximately 3 days of 49 minute periods of time to complete	HE.912.C.1.2, HE.912.C.1.5, HE.912.C.2.1, HE.912.C.2.5, HE.912.C.2.9, HE.912.B.2.1, HE.912.B.3.1, HE.912.B.3.2, HE.912.B.3.3, HE.912.B.3.6, HE.912.B.4.1, HE.912.B.3.1, HE.912.B.3.1, HE.912.P.1.2	Schizophrenia Depression and Manic Depression Mysteries of the Mind	TE-pp.150-175 TR/Unit 3/pp.1-26
Self-Esteem	3 rd Week Approximately 2 days of 49 minute periods of time to complete	HE.912.C.1.2, HE.912.C.1.5, HE.912.C.2.1, HE.912.C.2.5, HE.912.C.2.9, HE.912.B.2.1, HE.912.B.3.1, HE.912.B.3.2, HE.912.B.3.3, HE.912.B.3.6, HE.912.B.4.1, HE.912.B.3.1, HE.912.B.3.1, HE.912.P.1.2	Me Power Are You Satisfied? The Gentle Art of Saying “No”.	TE-pp.176-189 TR/Unit 3/pp.27-46

<p>Stress</p>	<p>3rd week Approximately 3 days of 49 minute periods of time to complete</p>	<p>HE.912.C.1.1, HE.912.C.1.2, HE.912.C.1.5, HE.912.C.2.8, HE.912.C.2.9, HE.912.B.2.1, HE.912.B.2.2, HE.912.B.2.4, HE.912.B.3.4, HE.912.B.3.6, HE.912.B.4.1, HE.912.B.4.2, HE.912.P.1.1, HE.912.P.1.2,</p>	<p>One Nation Under Stress Under Stress-Over Driven</p>	<p>TE-pp.190-211 TR/Unit 3/pp.47-70</p>
<p>Coping with Loss</p>	<p>4th week Approximately 2 days of 49 minute periods of time to complete and Suicide prevention</p>	<p>HE.912.C.1.5, HE.912.C.2.3, HE.912.B.1.4, HE.912.B.2.3, HE.912.B.2.4, HE.912.B.3.3, HE.912.B.3.4, HE.912.B.3.6, HE.912.P.2.1, HE.912.P.2.2,</p>	<p>A Family Again</p>	<p>TE-pp.212-225 TR/Unit3/pp.71-92</p>

Suicide Prevention	4 th week Approximately 3 days of – 49 minute periods of time to complete and Suicide prevention	HE.912.C.1.5, HE.912.C.2.3, HE.912.B.1.4 ,HE.912.B.2.3, HE.912.B.2.4, HE.912.B.3.3, HE.912.B.3.4,HE.912.B.3.6, HE.912.P.2.1, HE.912.P.2.,	Everything to Live For Suicide is Forever, Problems aren't	TE-pp.226-239 TR/Unit3pp.93-110
Drug Use, Misuse, Abuse Other Drugs of Abuse	5 th Approximately 5 days – 49 minute periods of time to complete	HE.912.C.1.1,HE.912.C.1.5, HE.912.C.1.7,HE.912.C.2.1, HE.912.C.2.2,HE.912.C.2.5, HE.912.C.2.7,HE.912.C.2.9, HE.912.B.2.1,HE.912.B.2.2, HE.912.B.2.4,HE.912.B.3.1, HE.912.B.3.2,HE.912.B.3.4, HE.912.B.3.6,HE.912.P.1.3,	High on Life, Not on Drugs ABC Interactive Laser disc on Drugs Cocaine, the End of the Line Pressure Cooked Kids Are You Talking to Me? Faces of Addiction Tattle	TE-pp.244-259 TE-pp.298-319 TR/Unit4/pp.1-17 TR/Unit4/pp.72-97
Alcohol	6 th week Approximately five – 49 minute periods of time to complete	HE.912.C.1.1,HE.912.C.1.5, HE.912.C.1.7,HE.912.C.2.1, HE.912.C.2.2,HE.912.C.2.5, HE.912.C.2.7,HE.912.C.2.9, HE.912.B.2.1,HE.912.B.2.2, HE.912.B.2.4,HE.912.B.3.1, HE.912.B.3.2,HE.912.B.3.4, HE.912.B.3.6,HE.912.P.1.3,	Kids Under the Influence Alcohol and Cocaine, the Secret of Addiction I'm Just Drinking	TE-pp.260-283 TR/Unit4pp.31-50

Tobacco	7 th week Approximately five – 49 minute periods of time to complete	HE.912.C.1.1,HE.912.C.1.5, HE.912.C.1.7,HE.912.C.2.1, HE.912.C.2.2,HE.912.C.2.5, HE.912.C.2.7,HE.912.C.2.9, HE.912.B.2.1,HE.912.B.2.2, HE.912.B.2.4,HE.912.B.3.1, HE.912.B.3.2,HE.912.B.3.4, HE.912.B.3.6,HE.912.P.1.3,	I Can Quit. No Problem Smokeless Tobacco. Pittin Image Every Breath You Take The Sean Marsee Story	TE-pp.284-297 TR/Unit4pp.51-71
Nutrition	8 th week Approximately five – 49 minute periods of time to complete	HE.912.C.1.1,HE.912.C.1.5, HE.912.C.1.5,HE.912.C.2.4, HE.912.C.1.1,HE.912.C.1.3, HE.912.C.1.5,HE.912.B.3.6, HE.912.B.4.1,HE.912.P.1.1,	The Food Guide Pyramid Food Poisoning	TE-pp.66-103 TR/Units 1 & 2 pp.73-95
Weight Management	9 th week Approximately 1 day – 49 minute periods of time to complete and Suicide prevention	HE.912.C.1.4,HE.912.C.1.5, HE.912.C.2.5,HE.912.C.2.9, HE.912.C.1.1,HE.912.C.1.5, HE.912.B.3.6,HE.912.B.4.1, HE.912.B.3.6,HE.912.B.4.3, HE.912.P.1.1,	True Story of a Teenage Anorexic by Sunburst	TE-pp.104-123 TR/Units 1 & 2 pp.96-121
Personal Care/Appearance	9 th week Approximately 1 day of – 49 minute periods of time to complete and Suicide prevention	HE.912.C.1.6, HE.912.B.4.3 HE.912.C.2.1,HE.912.C.2.4, HE.912.C.2.5,HE.912.B.4.1, HE.912.B.4.4,HE.912.P.1.1, HE.912.P.1.2,,HE.912.P.2.3		TE-pp.124-145 TR/Units 1 & 2 pp.122-147
Being a Wise Consumer	9 ^h week Approximately 3 days of 49 minute periods of time to complete	HE.912.C.2.4 HE.912.C.2.5 HE.912.B.1.1 HE.912.B.1.3 HE.912.B.1.5	The Secrets of Selling	TE-pp. 570-583 TR/Units 7 & 8 33-52

<p>Reproduction</p> <p>Adolescence</p> <p>Adulthood</p> <p>Marriage</p> <p>Parenthood</p> <p>Families</p> <p>Preventing Abuse</p> <p>Infectious Diseases S.T.D.'s H.I.V./A.I.D.S.</p> <p>Noninfectious Diseases</p>	<p>10th -15 week Approximately 30-35 days of – 49 minute periods of time to complete</p>	<p>HE.912.C.1.1.HE.912.C.1.5. HE.912.C.1.7.HE.912.C.1.8. HE.912.C.2.1.HE.912.C.2.2. HE.912.C.2.3.HE.912.C.2.4. HE.912.C.2.5.HE.912.C.2.7. HE.912.C.2.1.HE.912.C.2.8. HE.912.C.2.9.HE.912.B.1.1. HE.912.B.3.1.HE.912.B.3.2. HE.912.B.3.3.HE.912.B.3.4. HE.912.B.3.5.HE.912.B.3.6. HE.912.P.1.1.HE.912.P.1.3. HE.912.P.2.1.HE.912.P.2.2</p>	<p>Miracle of Life The Human Immune System: the Fighting Edge Saying No- A Few Words to Young Adults About Sex. Teen Sex- It Can Kill You A Letter from Brian In the Shadow of Love How to Beat a Heart Attack Identify the risk factors and effects of violence. -Describe effective ways to reduce bullying, hazing, sexual harassment, and hate violence in schools. -Explain all of the components to how a fight starts: anger, revenge, control, and bystanders. -Describe approaches for resolving conflicts. Internet Safety to be addressed (TBA)</p>	<p>TE-pp.324-351 TR/Unit5 pp. 1-24 TE-pp.352-383 TR/Unit 5 pp.25-56 TE-pp.384-401 TR/Unit 5 pp.57-75 TE-pp.402-417 TR/Unit 5 pp.76-91 TE-pp.418-435 TR/Unit 5 pp. 92-118 TE-pp.440-461 TR/Unit 6 pp. 1-21 TE-pp.462-483 TR/Unit 6 pp.22-40 TE-pp.484-507 TR/Unit 6 pp.41-70 TE-pp.508-533 TR/Unit 6 pp.71-96</p>
<p>Environment (optional)</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.C.1.1, HE.912.C.1.3, HE.912.C.2.3,HE.912.C.2.4, HE.912.B.1.5,HE.912.B.1.5, HE.912.B.3.3,HE.912.P.1.2, HE.912.P.2.1,HE.912.P.2.3, HE.912.P.2.4,</p>	<p>The Rain Forest</p>	<p>TE-pp.538-569 TR/Units 7 & 8 pp.1-32</p>
<p>First Aid and C.P.R.</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>HE.912.C.1.5,HE.912.B.1.4 HE.912.B.3.5,HE.912.B.3.6, HE.912.P.2.1,HE.912.P.2.4,</p>	<p>First Aid and C.P.R. American Red Cross C.P.R. Training Video</p>	<p>TE-pp.614-649 TR/Units 7 & 8 pp.82-114</p>

Review and Final Exams	18 th week Approximately five – 49 minute periods of time to complete			Sample questions from each unit Student generated questions
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Life Management Skills: Course Descriptions and Benchmark Numbers

Course Number:	0800300
Course Path:	Section: Basic and Adult Education » Grade Group: Secondary Grades 9-12 » Subject: Health Education » SubSubject: General »
Course Title:	Health 1-Life Management Skills
Course Section:	Basic and Adult Education
Abbreviated Title:	HEALTH1-LIF MGMT SKL
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Type:	Elective

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

RELATED BENCHMARKS (50):

Benchmark	Description
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.1.5	Critique valid and reliable health products and services.
HE.912.B.1.6	Justify the validity of a variety of technologies to gather health information.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.

- HE.912.B.2.2 Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- HE.912.B.2.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- HE.912.B.2.4 Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- HE.912.B.3.1 Determine the value of applying a thoughtful decision-making process in health-related situations.
- HE.912.B.3.2 Examine barriers that can hinder healthy decision-making.
- HE.912.B.3.3 Assess whether individual or collaborative decision-making is needed to make a healthy decision.
- HE.912.B.3.4 Generate alternatives to health-related issues or problems.
- HE.912.B.3.5 Appraise the potential short-term and long-term outcomes of each alternative on self and others.
- HE.912.B.3.6 Employ the healthiest choice when considering all factors in making a decision.
- HE.912.B.4.1 Evaluate personal health practices and overall health status to include all dimensions of health.
- HE.912.B.4.2 Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
- HE.912.B.4.3 Implement strategies and monitor progress in achieving a personal health goal.
- HE.912.B.4.4 Formulate an effective long-term personal health plan.
- HE.912.C.1.1 Predict how healthy behaviors can affect health status.
- HE.912.C.1.2 Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
- HE.912.C.1.4 Analyze how heredity and family history can impact personal health.

- HE.912.C.1.5 Propose strategies to reduce or prevent injuries and health problems.
- HE.912.C.1.7 Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.
- HE.912.C.1.8 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
- HE.912.C.2.1 Analyze how the family influences the health of individuals.
- HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors.
- HE.912.C.2.3 Assess how the school and community can affect personal health practice and behaviors.
- HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
- HE.912.C.2.5 Evaluate the effect of media on personal and family health.
- HE.912.C.2.6 Evaluate the impact of technology on personal, family, and community health.
- HE.912.C.2.7 Assess the consequences of health risk behaviors.
- HE.912.C.2.8 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- HE.912.C.2.9 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- HE.912.P.1.1 Analyze the role of individual responsibility in enhancing health.
- HE.912.P.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.
- HE.912.P.1.3 Critique a variety of behaviors that avoid or reduce health risks.
- HE.912.P.2.2 Demonstrate how to influence and support others in making positive health choices.

- HE.912.P.2.3 Work cooperatively as an advocate for improving personal, family and community health.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); . (DOK Rating: High)
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
- LA.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
- LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and non-print media;
- MA.912.A.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. DOK Rating: HIGH
- MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card. DOK Rating: HIGH

Life Management Skills: Related Glossaries

RELATED GLOSSARIES (8)

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

INSTRUCTIONAL GUIDE: OUTDOOR EDUCATION

Subject Area:	Physical Education
Course Number:	1502480
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Individual/Dual

Fitness Components Emphasized: Health and Skill-related

The purpose of this course is to enable students to acquire knowledge of outdoor education; develop skills in outdoor education activities, and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, history of the sports/activities, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and fitness assessments.

Some of the units in Outdoor Education may include but not limited to such things as hiking, biking, orienteering, and canoeing, kayaking and other water sports.

Outdoor Education: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation 1-2 Blocks 88-176 Minutes	1 st week Approximately five – 49 minute periods of time to complete	C.1.25, M.1.35	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning Research	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.34, M.1.35, C.1.7, C.1.14, C.1.22 <i>MA.912.A.10.1 (cross-curricular)</i>	Health Related Fitness Tests/Conditioning Test on mile run, sit-ups, and push-up and pull ups. Correct Warm-up/Cool-Down to be used in course Students formulate a research question to be answered by collecting data or performing an experiment as it relates to outdoor education.	See Angel for Fitness Testing

<p>Backpacking/Hiking Safety Issues</p>	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>	<p>R.2.3 LA.912.1.6.1 (<i>cross-curricular</i>)</p>	<p>Handouts Vocabulary list Lecture and Discussion</p> <p>Explore adventures/activities as it relates to other cultures.</p> <p>Outdoor Education Notebook Conditioning</p> <p>Discuss: heat related problems, sun/skin problems, selection of clothing</p> <p>Note taking Outdoor Education</p> <p>Notebook/Journal for documenting daily activities</p>	<p>See Angel for Basic Rules and history Other Resources: Internet on history of Outdoor Education</p>
<p>Backpacking/Hiking Conditioning Backpacking Basics Principles in Training for Outdoor Fitness Fitness in General</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.27, M.1.28, M.1.34, L.1.3</p>	<p>Handouts Lecture and Discussion Notes on backpacking</p> <p>Demonstrations of how to pack back-pack using book bag-</p> <p>Correct Warm-up/Cool-Down and other correct body mechanics to be used in course FITT Conditioning exercises for fitness. Examples: run on land (x-country trail, run on stairs, sit-ups, push-ups, etc</p> <p>Journal-documenting daily physical activity</p>	<p>Other Resources: Crosswords CD's-Crossword Generator-can obtain from online</p>

<p>Backpacking/Hiking Conditioning Practical Application Discuss long term benefits of activities</p>	<p>5th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.27, M.1.28, M.1.33, M.1.34, C.1.10, C.1.21, C.1.24, C.1.28, L.1.1, L.1.2, L.1.4, R.1.3, R.1.4, R.1.5, R.2.1</p>	<p>Hard Core/Boot Camp Conditioning Lecture and Discussion Benefits of participating in regular physical activity. Diagrams -Journal-documenting daily physical activity Hike x-country trail with book- bag/back pack, Walk steps with back pack/book bag Students in groups to plan a trip using information from packet Have an area mapped off in view that students take their hike using the track, bleachers and fields, etc. Have “pretended’ obstacles all through path.</p>	<p>See Angel for mile run and Boot camp conditioning</p>
<p>Fitness Testing Written Test on Hiking and Backpacking Orienteering</p>	<p>6th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.11, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.27, M.1.28, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, L.1.1, , L.1.3, L.1.4, R.2.2 R.1.3, R.1.4, R.1.5</p>	<p>Test on mile run, sit-ups, and push-up and pull ups keeping a running log on their progress- students record in their note book as well as journal-documenting daily physical activity Written Test on Backpacking/Hiking Lecture and note taking on orienteering. See packet. Hard Core/Boot Camp Conditioning Observations/Checklist Students will video tape each other to analyze skill and improve performance.</p>	<p>Other Resources: Video/digital camera</p>
<p>Orienteering</p>	<p>7th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.27, M.1.28, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.1.4, L.2.4, R.1.3, R.1.4, R.1.5</p>	<p>Mile run each day Demonstrations Drills Hard Core/Boot Camp Conditioning consisting of an assortment of exercises – jumping jacks, circuit trainings, jump rope, etc. Have students read maps, scale maps Journal- documenting daily physical activity</p>	

<p>Orienteering Orienteering combined with Backpacking</p>	<p>8th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.27, M.1.28, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.1.4, R.1.3, R.1.4, R.1.5, R.2.1</p>	<p>2 mile run every other day with mile run on alternate day Hard Core/Boot Camp Conditioning Practical Hard Core/Boot Camp Conditioning Set up a variety of courses for students in an open area in full view having students walk course before jogging it. Students will compete with each other time-wise Journal-documenting daily physical activity Set up courses and while using a compass, combine backpacking and hiking using and building on prior knowledge</p>	
<p>Fitness Testing Written Test on Orienteering Canoe/Kayak Introduction</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.11, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.27, M.1.28, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.1.3, R.1.3, R.1.1, R.1.5, R.2.1</p>	<p>Test on mile run, sit-ups, and push-up and pull ups keeping a running log on their progress- students record in their note book as well as journal-documenting daily physical activity. Written Test on Orienteering Note taking on canoe and kayaking If possible borrow a canoe or kayak to go over with students on site, dry land, allowing them to get the feel of canoe/kayak. If not, just discussions Journal-documenting daily physical activity 2 Mile Run each day- but not on test day Hard Core/Boot Camp Conditioning Individual team roles Peer to peer instruction Team situational practice</p>	<p>Other Resources:</p>

Fishing Understand and use safety practices	10 th Week 1 st Approximately five – 49 minute periods of time to complete	M.1.11, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.27, M.1.28, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, L.1.1, L.1.3, R.1.3, R.1.1, R.1.5, R.2.1	2 ½ mile run/walk each day Conditioning and fitness activities. Note taking on fishing license, lures, fishing rods, boating safety If possible, have a few fishing rods and practice simple techniques involved in fishing reels and fishing Journal-documenting daily physical activity	See Angel for: Personal Fitness Understanding Fitness
Fishing Review Canoe/Kayak Review	11 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.27, M.1.28, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, L.1.1, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5, R.2.1	Written test on canoe/kayak and fishing Wellness Plan-document participation in activities (Flexibility, Muscular Strength and Endurance, body composition, cardiovascular endurance Mile walk run-review results-action plan to improve	See Angel for: Personal Fitness FITT Power Points
Camping: First Aid Safety in General	12 th Week Approximately five – 49 minute periods of time to complete	M.1.11, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.27, M.1.28, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.10, L.1.1, L.1.3, R.1.1, R.1.4, R.1.5, R.2.1	2 ½ Mile walk/run Conditioning and fitness activities varying the activities. Journal-documenting daily physical activity Lecture and Discussion on camping and 1 st aid Note taking Identification of poisonous snakes/plants in Florida outdoor. Situational Safety Identify appropriate activity and adapt for persons with disabilities or a variety of skill levels Review risk and safety factors that effect physical activity throughout life	See Angel for: Personal Fitness Power-Points on Health Related Components of Fitness

Camping: Knots and Safety Knives and Safety Tents and Site Fires and Safety Cooking and Safety	13 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.27, M.1.28, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.10, C. L.1.1, L.1.3, C.1.25, R.1.3, R.1.4, R.1.5, R.2.1	2 ½ Mile walk/run Hard Core/Boot Camp Conditioning varying the activities Peer to peer instruction Team situational practice Individual instruction on knots, knives, tents, fires, cooking as relating to safety Peer to peer instruction Individual team roles Group situational practice Journal-documenting daily physical activity	See Angel for: Personal Fitness Power-Points on Safety
Biking Nutrition Stress Management	14 th Week Approximately five – 49 minute periods of time to complete	M.1.11, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.27, M.1.28, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.1.3, L.1.4, R.1.3, R.1.1, R.1.5, R.2.1	Responsibility Leadership Roles Goal Setting Practice and apply breathing and relaxation techniques Hard Core/Boot Camp Conditioning and/or fitness activities Note taking Bring in nutrition List camping type food classes	

<p>Fitness Testing Written Test on first Aid and Safety</p> <p>Camping/Basic Equipment and Tents</p> <p>Mountain Climbing</p>	<p>15th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.11, M.1.27, M.1.28, M.1.33, M.1.34, R.1.1, R.1.5, R.2.1</p>	<p>Fitness testing on mile run, sit-ups, and push-up and pull ups keeping a running log on their progress-students record in their note book as well as journal-documenting daily physical activity.</p> <p>Written Test</p> <p>Hard Core/Boot Camp Conditioning Individual team roles</p> <p>Peer to peer instruction</p> <p>Team situational practice have volunteers bring in tents for situation practice</p> <p>3 Mile walk/run each day-not on fitness testing day</p> <p>If access to wall climbing, include. If not discussion and videos on this.</p>	<p>Videos, Tents</p>
<p>Planning an Adventure</p> <p>Ropes</p>	<p>16th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.11, M.1.27, M.1.28, M.1.33, M.1.34, L.1.4, R.1.1, R.1.5, R.2.1</p>	<p>3 mile walk run</p> <p>Make up guidelines for students to plan an outdoor adventure using their knowledge of backpacking, orienteering, camping, fishing, canoeing while encountering snakes, poisonous leaves, heat cramps/exhaustion/stoke, and come on with a meal agenda while on trip</p> <p>Hard Core/Boot Camp Conditioning Individual team roles</p> <p>Team situational practice</p> <p>If possible to use ropes, include. If not, show a video on Rope Challenge”.</p>	<p>Video</p>

Sharing an Adventure Fitness Testing and Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5, C.1.6, C.1.10, C.1.23	Each group shares or navigates the other classmates on their designed trip of backpacking, orienteering, camping, fishing, canoeing while encountering snakes, poisonous leaves, heat cramps/exhaustion/stoke, diet Student Generated questions Questions from handouts Situational questions Health-related fitness testing	Video-taping the experiences and analyzing each trip of pros/cons relating to safety issues and correct techniques of backpacking, etc. Handouts for study sheets
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill demonstration/Health-related fitness testing Demonstration retained knowledge	Possible scan-trons

Outdoor Education: Course Descriptions and Benchmark Numbers

COURSE DESCRIPTIONS AND BENCHMARK NUMBERS

Course Code	1502480
Course Title	Outdoor Education
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	OUTDOOR ED
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: General >

RELATED BENCHMARKS (16):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

Benchmark	Description
PE.912.L.1.3	Participate in a variety of activities that promote effective stress management.
PE.912.L.1.4	Utilize the in-school and community opportunities for participation in a variety of physical activities.
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.
PE.912.R.1.1	Act independently of peer pressure both in and out of school.
PE.912.R.1.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
PE.912.R.2.1	Select and participate 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.2.3	Explore the role of games, sports, and/or physical activities in other cultures.

Outdoor Education: Related Glossaries

RELATED GLOSSARIES (10)

Keyword (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: PERSONAL FITNESS

Subject Area:	Physical Education
Course Number:	1501300
Grade Level:	This course is mandatory for graduation for students who entered the ninth grade prior to 2007-2008
Prerequisite:	None
Category:	Fitness

The purpose of this course is to provide students with opportunities to develop an individual optimal level of physical fitness while acquiring knowledge of physical fitness concepts and understanding the significance of lifestyle on one's health and fitness.

The content will include, but not limited to, knowledge of the importance of physical fitness, assessment of the health related components of physical fitness, knowledge of health problems associated with inadequate fitness levels, knowledge and application of biomechanical and physiological principles to improve and maintain the health related components of physical fitness, knowledge of safety practices associated with physical fitness including stress management, knowledge of sound nutritional practices related to physical fitness and knowledge of consumer issues related to physical fitness, technology applications, fitness program design, health problems associated with inadequate fitness levels, benefits derived from participation in physical activity.

Personal Fitness: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources: Log in to Angel to get the following resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Fitness Tests/Conditioning Medical History	Introduction Video
Understanding Fitness	2 nd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.14, C.1.25, R.1.3, R.1.4	Skill-Related Fitness Tests Written Evaluation	Power Point for Understanding Fitness Bingo Card Game Crossword Puzzle Collage/Target Goals
Evaluating Fitness	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4	Fitness Testing Written Evaluation	Power Point for Evaluating Fitness Bingo Card Game Crossword Puzzle
Principles of Training	4 th Week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.16, M.1.15, M.1.19, M.1.34, M.1.35, C.1.11, L.1.1, L.1.2, L.2.4, R.1.3, R.1.4, R.1.5	Cone Game or Circuit Training Card Game Written Evaluation	Power Point for Principles of Training Bingo Card Game Crossword Puzzle F.I.T. Video

Safety Issues 1 Block	5 th Week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.8, C.1.9, L.1.1, L.1.2, L.1.6, R.1.3,R.1.4, R.1.5	Practical Applications/52 Minutes Cone Game or Circuit Training Wrapping Techniques Written Evaluation	Power Point for Exercising Safely Notes Bingo Card Game Crossword Puzzle
Design Your Program	6 th Week Approximately five – 49 minute periods of time to complete	M.1.5,M.1.16, M.1.19,M.1.34, M.1.35,C.1.24, L.1.16	Practical Applications/52 Minutes Designing Exercise Programs Begin a daily exercise log Cone Game or Circuit Training Written Evaluation	Power Point for Designing Your Program Notes Bingo Card Game Crossword Puzzle
Cardiovascular	7 th and 8 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16,M.1.19, M.1.30,M.1.34, M.1.35,C.1.12 C.1.15,C.1.16, L.1.1,L.1.2, R.1.3,R.1.4, R.1.5	Practical Applications/52 Minutes Aerobics Heart-Rate Runs Mimic Jump-Rope Circuit Training Written Evaluation	Power Point for Cardiovascular Fitness Notes Bingo Card Game Crossword Puzzle
Flexibility	9 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, , M.1.34, M.1.35, C.1.7, L.1.1, L.1.2, L.2.6, R.1.3,R.1.4, R.1.5	Practical Applications/52 Minutes Sit and Reach /Shoulder Lift/ Trunk Extension “Yes” and “No” Stretches Static, Active or Dynamic, Ballistic, and Isostatic Stretches Written Evaluation	Power Point for Flexibility Notes Bingo Card Game Crossword Puzzle

Muscular Strength and Endurance	10 th and 11 th Week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, L.1.1, L.1.2, L.2.6, R.1.3, R.1.4, R.1.5	Practical Applications/52 Minutes Weight Room Band Resistance Training Matching Exercises to Muscle Group Written Evaluation	Power Point for Muscular Strength and Endurance Notes Bingo Card Game Crossword Puzzle Identify Major Muscle Groups Chart Muscle Groups Body Outline
Understanding Nutrition	12 th Week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5	Practical Applications/52 Minutes Pyramid Game Diet Plans Eating Habits Count Your Fat Grams Based on Body Weight Written Evaluation/10-20 Minutes	Power Point for Nutrition Notes Bingo Card Game Crossword Puzzle
Managing Your Weight	13 th Week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.13, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5	Body Type Chart Count Caloric Intake Skin fold Test Wrist Measurement Circuit Training Written Evaluation	Power Point for Managing Your Weight Notes Bingo Card Game Crossword Puzzle
Stress	14 th Week Approximately five – 49 minute periods of time to complete	M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, L.1.3, L.1.16	Relaxation Technique Cone Game or Circuit Training Written Evaluation	Power Point for Stress Notes Bingo Card Game Crossword Puzzle
Consumer Issues	15 th week Approximately five – 49 minute periods of time to complete	M.1.12, M.1.13, M.1.15, M.1.16, M.1.19, M.1.34, M.1.35, C.1.18, L.1.1, L.1.2, R.1.3, R.1.4, R.1.5	False Advertisements Determine the Best Fitness Center Magazine Ad Sharing Written Evaluation	Power Point for Consumer Issues Notes Bingo Card Game Crossword Puzzle

Life Long Personal Fitness Share Designed Program	16 th Week Approximately five – 49 minute periods of time to complete	M.1.12,M.1.13, M.1.15,M.1.16, M.1.19,M. M.1.34,M.1.35, L.1.1,L.1.2,L.2.5, L.2.7, R.1.3,R.1.4, R.1.5	Visit Fitness Centers and Report Fitness Sharing Research on supplements Circuit Training	Power Point for Consumer Issues Notes Bingo Card Game Crossword Puzzle
Fit Testing Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.34, M.1.35, R.1.1,R.1.3, R.1.4	Sample questions from each unit Student generated questions	Bingo Card Game Final Review
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	R.1.1,R.1.3, R.1.4	Written Test	

Personal Fitness: Course Descriptions and Benchmark

Course Number:	1501300
Course Path:	Section: Basic and Adult Education » Grade Group: Secondary Grades 9-12 » Subject: Physical Education » Sub-Subject: Fitness »
Course Title:	Personal Fitness
Course Section:	Basic and Adult Education
Abbreviated Title:	PERS FIT
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Type:	Elective

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

RELATED BENCHMARKS (42):

Benchmark	Description
LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. DOK Rating: HIGH
PE.912.C.1.6	Compare and contrast the health-related benefits of various physical activities.

- PE.912.C.1.7 Evaluate the effectiveness of specific warm-up and cool-down activities.
- PE.912.C.1.8 Differentiate between the three different types of heat illnesses associated with fluid loss.
- PE.912.C.1.9 Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
- PE.912.C.1.10 Analyze long-term benefits of participating in regular physical activity.
- PE.912.C.1.11 Explain how each of the health-related fitness components (Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.
- PE.912.C.1.12 Compare and contrast aerobic versus anaerobic activities.
- PE.912.C.1.13 Document food intake, calories consumed, and energy expended through physical activity and analyze the results.
- PE.912.C.1.14 Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.
- PE.912.C.1.15 Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.
- PE.912.C.1.16 Explain the methods of monitoring levels of intensity during aerobic activity.
- PE.912.C.1.17 Assess physiological effects of exercise during and after physical activity.
- PE.912.C.1.18 Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
- PE.912.C.1.22 Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.

- PE.912.L.1.2 Participate in a variety of activities that promote Cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.1 Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- PE.912.L.2.5 Assess and evaluate the use of a variety of physical activities in developing a personal fitness program.
- PE.912.L.2.6 Analyze health-related problems associated with inadequate levels of Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.2.7 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.
- PE.912.M.1.13 Perform a student designed cardio respiratory enhancing workout.

- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.1 Select and participate 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.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.
- LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
- MA.912.A.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.
- PE.912.C.1.6 Compare and contrast the health-related benefits of various physical activities.
- PE.912.C.1.7 Evaluate the effectiveness of specific warm-up and cool-down activities.

- PE.912.C.1.8 Differentiate between the three different types of heat illnesses associated with fluid loss.
- PE.912.C.1.9 Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
- PE.912.C.1.10 Analyze long-term benefits of participating in regular physical activity.
- PE.912.C.1.11 Explain how each of the health-related fitness components (Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.
- PE.912.C.1.12 Compare and contrast aerobic versus anaerobic activities.
- MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card.

Personal Fitness: Related Glossaries

RELATED GLOSSARIES (10)

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernible length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: PERSONAL FITNESS TRAINER

Subject Area:	Physical Education
Course Number:	1501380
Grade Level:	11– 12
Credit:	1
Prerequisite:	Grade 11 or 12 and Teacher Recommendation OR in Health Science Academy
Category:	Fitness

The purpose of this course is to provide students with a foundation of fitness knowledge and skill that will adequately prepare the student for a career as a Fitness Professional. The course contains, but is not limited to instruction in the following areas: Muscle Physiology, Cardiorespiratory Physiology, Basic Energy Metabolism, Training Adaptations, Applied Exercise Physiology, Basic Kinesiology and Musculoskeletal Anatomy, Safety and Exercise, Resistance Training, Training of the major Muscle Groups, Flexibility, Nutritional Considerations, Adult Fitness and Special Needs Populations, the Development of Effective Training Programs and Motivation Behavior and the Personal Training Business.

Pacing Guide: Personal Fitness Trainer Course

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Introduction / Overview	1 st week Approximately five – 49 minute periods of time to complete		Chapter One: How to Become a Personal Fitness Trainer The Seven Elements of a Personal Fitness Training Program: Phase One: Client Consultation & Assessment Phase Two: Fitness Testing and Evaluation	Textbook Pages 13-36
The Seven Elements of a Personal Fitness Training Program:	2 nd Week 1 st Approximately five – 49 minute periods of time to complete		Chapter One: How to Become a Personal Fitness Trainer The Seven Elements of a Personal Fitness Training Program Cont.: Phase Three: Exercise Prescription Phase Four: Program Design Phase Five: Exercise Management (Anaerobic vs. Aerobic Machines and Equipment) Phase Six: Exercise Physiology Phase Seven: Nutrition Education The Business of Personal Training	Textbook Pages 13-36

<p>Personal Training as a Way of Life</p>	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Two: Personal Training as a Way of Life Discuss what personal training is. Learn/discuss how to become the best personal trainer. Analyze the essential components of personal training. Define Health and Fitness. Analyze the Professional Guidelines for the Personal Trainer.</p>	<p>Textbook Pages 41-57</p>
<p>Motivation, Behavior, and the Personal Training Business</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>		<p>This would be a good week to have a guest speaker (a Personal Trainer from your area) come in. Chapter Three: Motivation, Behavior, and the Personal Training Business Life and Personal Training is a Job of Sales Learn/Discuss different prospecting, networking, and marketing techniques. Learn/Discuss positive motivation techniques.</p>	<p>Textbook Pages 59-72</p>
<p>Fitness Testing</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Four: Fitness Testing; An Overview Learn/Discuss the benefits vs. Risks of Fitness Testing. Learn what the purpose of fitness testing is. Learn/Analyze/Model the Components of Fitness Testing; <ol style="list-style-type: none"> 1. Administrative documentation (Contracts, program description, etc.) 2. Establishing health and fitness goals 3. Pre-participation health screening HHQ's and PAR-Q </p>	<p>Appendix A in back of Textbook Textbook Pages 73-88</p>

Fitness Testing	6 th week Approximately five – 49 minute periods of time to complete		Chapter Four: Fitness Testing; An Overview Cont. Learn/Analyze/Model the Components of Fitness Testing Cont.; 4. Testing of “resting” fitness data (The procedures of skinfold testing) 5. Exercise Testing	Appendix A in back of Textbook Textbook Pages 73-88
Muscle Physiology	7 th week Approximately five – 49 minute periods of time to complete		Chapter Five: Your Muscles: An Introduction to Muscle Physiology *Muscle Fiber Type: Learn the different muscle fiber types. Distinguish between the muscle fiber types (Fast-twitch vs. Slow-twitch vs. Intermediate). Understand what each type of muscle fiber is used for and the training activities for each.	Textbook Pages 89-106
Muscle Physiology	8 th week Approximately ten – 49 minute periods of time to complete		Chapter Five: Your Muscles: An Introduction to Muscle Physiology *The Muscular System: Learn the Motor Unit Understand the Anatomy of the Muscular System (Macro and Microstructure) Learn the Process of the Muscular Contraction. Learn and be able to identify the contractile proteins. Define what muscle hypertrophy is and explain what causes it.	Textbook Pages 89-106

Cardiorespiratory Physiology	9 th week Approximately five – 49 minute periods of time to complete		Chapter Six: Your Heart and Lungs; An Introduction to Cardiorespiratory Physiology Students will learn the components of the Cardiovascular System. Understand the Cardiorespiratory System and how it relates to fitness. Be able to identify the risk factors for coronary artery disease.	Textbook pages 107-120
The Energy Systems	10 th week Approximately five – 49 minute periods of time to complete		Chapter Seven: Basic Energy Metabolism Understand what ATP is and how the body gets ATP. Be able to identify the activities that use stored ATP-CP for energy.	Textbook pages 125-132
Adaptations to Exercise/Training	11 th week Approximately five – 49 minute periods of time to complete		Chapter Eight: Adaptions to Exercise Learn the key factors in training adaptations and the health changes that occur with the training. Know and be able to identify the Chronic effects of cardiovascular training on the cardiovascular system. Know the components of physical fitness.	Textbook pages 135-146
Applications of Training Principles and Exercise Physiology	12 th week Approximately five – 49 minute periods of time to complete		Chapter Nine: Applied Exercise Physiology Learn what the acronyms S.A.I.D., G.P.O. and, F.I.T.T. stand for. Be able to apply the SAID and GPO for results.	Textbook pages 147-172

Applications of Training Principles and Exercise Physiology	13 th week Approximately five – 49 minute periods of time to complete		Chapter Nine: Applied Exercise Physiology Application of Training Principles <ul style="list-style-type: none"> - Exercise Training and Recovery Time in Relation to Energy Systems - Intensity of Exercise - Factors that affect intensity level and recovery time. - Anaerobic, Aerobic, and Heart Rate Training 	Textbook pages 147-172
Basic Kinesiology and Musculoskeletal Anatomy	14 ^h week Approximately five – 49 minute periods of time to complete		Chapter Ten Anatomical directions. Types of bones and bone composition. The regions of the spine. They types of joints. Be able to identify the muscles in the muscular system and how they act.	Textbook pages 173-209
Basic Kinesiology and Musculoskeletal Anatomy	15 ^h week Approximately five – 49 minute periods of time to complete		Chapter Ten Cont. Anatomical directions. Types of bones and bone composition. The regions of the spine. They types of joints. Be able to identify the muscles in the muscular system and how they act.	Textbook pages 173-209
Review/Mid-Term Review	16 th - 17 th - 18 th Week Approximately fifteen – 49 minute periods of time to complete		Chapters One through Ten Review Review for the Mid-Term exam.	

<p>Start of 2nd Semester (Same class of students continued)</p>	<p>1st week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Eleven 12 Key Points for effective Program Design. The components of the periodization training program. The main components of a workout in an exercise program. How to design an exercise program.</p>	<p>Textbook Pages 211-222</p>
<p>Training for the Major Muscle Groups</p>	<p>2nd Week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Twelve The primary exercises and their variations. The proper range of motion. The proper spotting techniques. The errors in form that may occur and increase the risk of injury. The appropriateness of a given exercise based upon an individual's goals.</p>	<p>Textbook Pages 223- 240</p>
	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Thirteen Know and understand the number one rule in personal training. Learn the best places to check a trainee's pulse. Review the types of muscle contractions. Learn the proper breathing techniques.</p>	<p>Textbook pages 241-267</p>
<p>Training the Major Muscle Groups</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Fourteen What exercises effectively and safely works each of the major muscle groups.</p>	<p>Textbook pages 269-314 Weight room</p>
<p>Training the Major Muscle Groups</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Fourteen Cont. What exercises effectively and safely works each of the major muscle groups. Know the ideal positions for each exercise that works each of the major muscle groups. Be able to recognize/identify any technique faults during an exercise.</p>	<p>Textbook pages 269-314 Weight room</p>

<p>Training the Major Muscle Groups</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Fourteen Cont. What exercises effectively and safely works each of the major muscle groups. Know the ideal positions for each exercise that works each of the major muscle groups. Be able to recognize/identify any technique faults during an exercise. Demonstrate the ideal positions/techniques for each exercise that works each of the major muscle groups in the weight room.</p>	<p>Textbook pages 269-314 Weight room</p>
<p>Flexibility/Stretching</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Fifteen The benefits of stretching. Know the stretch reflexes and what causes the reflexes. Types of stretching -Static -Active -Passive -Ballistic (dynamic) -Proprioceptive -Neuromuscular Facilitation -Active Assisted</p>	<p>Textbook pages 317-329</p>
<p>Flexibility/Stretching</p>	<p>8th week Approximately ten – 49 minute periods of time to complete</p>		<p>Chapter Fifteen Cont. Techniques for Proper Stretching Beginning Stretches Advanced Stretches</p>	<p>Textbook pages 317-329</p>
<p>Fitness Accommodations</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>		<p>Chapter Sixteen Know the physiological, psychological, and psychosocial benefits of exercise for every person. Principles of exercise prescription for senior adults and other adults with special needs.</p>	<p>Textbook pages 331-362</p>

Fitness Accommodations	10 th week Approximately five – 49 minute periods of time to complete		Chapter Sixteen Cont. Know the physiological, psychological, and psychosocial benefits of exercise for every person. Principles of exercise prescription for senior adults and other adults with special needs.	Textbook pages 331-362
Sample Fitness Programs	11 th week Approximately five – 49 minute periods of time to complete		Chapter Seventeen Students will work through several Case Studies. Students will have to design workout programs for each given case study.	Textbook pages 365-370
Designing Fitness Programs	12 th week Approximately five – 49 minute periods of time to complete		Chapter Seventeen Students will work through several Case Studies. Students will have to design workout programs for each given case study.	Textbook pages 365-370
Nutritional Considerations	13 th week Approximately five – 49 minute periods of time to complete		Chapter Nineteen Understand/define Nutrition. Understand/define Metabolism. Understand/define Sports Nutrition.	Textbook pages 375-402
Nutritional Considerations	14 ^h week Approximately five – 49 minute periods of time to complete		Chapter Nineteen Cont. Understand nutrient balance. General dietary recommendations and the reasoning behind the recommendations. Know the general recommendations for weight loss. Be able to read and understand food labels.	Textbook pages 375-402

Metabolism	15 ^h week Approximately five – 49 minute periods of time to complete		Chapter Nineteen Cont. Know and be able to summarize the Three Key Concepts in Metabolism. Know and be able to summarize the Energy System. Be able to combine the key concepts in metabolism and energy system balance.	Textbook pages 375-402
Review Sessions	16 th - 17 th - 18 th Week Approximately fifteen – 49 minute periods of time to complete		Chapters Ten though Nineteen Review Review all concepts for Final exam and Certification exam.	

Personal Fitness Trainer: Course Descriptions and Benchmark

Course Number:	1501380
Course Path:	Section: Basic and Adult Education » Grade Group: Secondary Grades 9-12 » Subject: Physical Education » Sub-Subject: Fitness »
Course Title:	Personal Trainer
Course Section:	Basic and Adult Education
Abbreviated Title:	Personal Trainer
Number of Credits:	(1)
Course Length:	Year
Course Type:	Elective

The purpose of this course is to provide students with a foundation of fitness knowledge and skill that will adequately prepare the student for a career as a Fitness Professional. The course contains, but is not limited to instruction in the following areas: Muscle Physiology, Cardiorespiratory Physiology, Basic Energy Metabolism, Training Adaptations, Applied Exercise Physiology, Basic Kinesiology and Musculoskeletal Anatomy, Safety and Exercise, Resistance Training, Training of the major Muscle Groups, Flexibility, Nutritional Considerations, Adult Fitness and Special Needs Populations, the Development of Effective Training Programs and Motivation Behavior and the Personal Training Business.

RELATED BENCHMARKS (59):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
LA.910.2.2.1	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).
LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, and webcasts).
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.
SC.912.L.14.12	Describe the anatomy and histology of bone tissue.

- SC.912.L.14.16 Describe the anatomy and histology, including ultra structure, 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.
- PE.912.C.1.6 Compare and contrast the health-related benefits of various physical activities.
- PE.912.C.1.7 Evaluate the effectiveness of specific warm-up and cool-down activities.
- PE.912.C.1.8 Differentiate between the three different types of heat illnesses associated with fluid loss.
- PE.912.C.1.9 Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
- PE.912.C.1.10 Analyze long-term benefits of participating in regular physical activity.
- PE.912.C.1.11 Explain how each of the health-related fitness components (Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.
- PE.912.C.1.12 Compare and contrast aerobic versus anaerobic activities.
- PE.912.C.1.13 Document food intake, calories consumed, and energy expended through physical activity and analyze the results.

- PE.912.C.1.14 Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.
- PE.912.C.1.15 Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.
- PE.912.C.1.16 Explain the methods of monitoring levels of intensity during aerobic activity.
- PE.912.C.1.17 Assess physiological effects of exercise during and after physical activity.
- PE.912.C.1.18 Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.L.1.2 Participate in a variety of activities that promote Cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.1 Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- PE.912.L.2.5 Assess and evaluate the use of a variety of physical activities in developing a personal fitness program.

- PE.912.L.2.6 Analyze health-related problems associated with inadequate levels of Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.2.7 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.
- PE.912.M.1.13 Perform a student designed Cardiorespiratory enhancing workout.
- PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.
- PE.912.M.1.15 Select and apply sports/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.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

- PE.912.R.2.1 Select and participate 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.2.2 Discuss physical activities from which benefits can be derived.

Personal Fitness Trainer: Related Glossaries

RELATED GLOSSARIES (40)

<u>Keyword</u>	<u>Definition</u>
Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Point	A specific location in space that has no discernible length or width.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

Balance	Â skill-related component of fitness The ability to maintain equilibrium while moving or standing still.
Agility	A skill-related component of fitness. The body's ability to change directions quickly while maintaining control.
Body composition	A health-related component of fitness. The ratio of fat mass to lean mass in the body.
Cardiorespiratory endurance	A health-related component of fitness. Of or relating to both the heart and the lungs and their functions as it relates to the delivery of oxygen throughout the body
Etiquette	The forms and practices prescribed by social convention or by authority.
Flexibility	A health-related component of fitness. The range of motion available at a given joint of the body.
Health-related fitness	Physical fitness primarily associated with disease prevention and functional health throughout life. Health-related fitness consists of five components: Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
Mechanical principles	Principles dealing with the action of forces on objects (e.g., levers, balance, force).
Muscular endurance	A health-related component of fitness. The ability of the muscles to perform without fatigue over an extended period of time.
Muscular strength	A health-related component of fitness. The maximum force exerted when contracting muscles a single time.
Overload	A training principle. The body must be worked harder than normal in order to improve the fitness level. .
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.
Power	A skill-related component of fitness. The ability to move body parts swiftly while applying maximum force to the muscles.

Progression	A training principle. Starting an exercise program slowly and gradually increasing the intensity and duration in order to safely experience improvement.
Reaction time	A skill-related component of fitness. The ability to react or respond quickly to what you hear, see, or feel.
Specificity	A training principle. Improvements in personal fitness will occur in the particular muscles that you overload during physical activity or exercise.
Speed	Amount of distance traveled divided by time taken to travel; the time-rate at which any physical process takes place.
Strategies	Competitive decisions by individuals and/or a team about the overall play of the game in order to gain advantage over the opponent; an overall plan of attack.
Technology	Human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities (e.g., stop watches, pedometers, heart rate monitors, computers, digital cameras).
Anatomy	The scientific study of the shape and structure of organisms and their parts.
Cardiovascular system	The bodily system consisting of the heart, blood vessels, and blood that circulates blood throughout the body, delivers nutrients and other essential materials to cells, and removes waste products.
Gas	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Histology	The scientific study of the microscopic structure of organism tissues.
Model	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Physiology	The scientific study of an organism's vital functions, including growth, development, reproduction, the absorption and processing of nutrients, the synthesis and distribution of proteins and other organic molecules, and the functioning of different tissues, organs, and other anatomic structures.

Respiratory system

The system of organs and structures in which gas exchange takes place, consisting of the lungs and airways in air-breathing vertebrates, gills in fish and many invertebrates, the outer covering of the body in worms, and specialized air ducts in insects.

Synapse

The junction across which a nerve impulse passes from one nerve cell to another nerve cell, a muscle cell, or a gland cell.

Tissue

Similar cells acting to perform a specific function.

INSTRUCTIONAL GUIDE: POWER LIFTING 1

Subject Area:	Physical Education
Course Number:	1501410
Grade Level:	10 – 12
Credit:	0.5
Prerequisite:	Advanced Weight Training
Category:	Fitness

Health Component Emphasized: Muscular Strength

The purpose of this course is to enable students to develop an advanced knowledge in weight training while concentrating on the muscular strength aspect, to improve techniques in strength training, to further improve muscular strength and to further improve self -image.

The content should include, but not be limited to the following: safety practices, terminology pertaining to the musculoskeletal system, performing correctly and more complex techniques in performing muscular strength exercises, assessments in strength, history of power lifting, rules and terminology in power lifting, nutrition, consumer issues, and benefits of participation.

Power Weight Lifting 1: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information form and lesson plan templates on Angel.
Identify safety issues Pre – Testing/Goal Setting	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 MA.912.A.10.1 MA.912.S.3.3 (x-curricular)	Discuss safety issues pertaining to exercises, equipment and in general. Review and hand out guidelines and rules for weight room. Hand out muscle charts. Pre-test on 12 minute walk/run, push-ups crunches or max weight lifts on core lifts.	Template for scoring form, explanation and results chart of the test. 1 rep max on Angel

<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups.</p> <p>Compare and contrast skill related components of fitness</p>	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M.1.12, M.1.15, M.1.19, M.1.34, C.1.7, C.1.14, C.1.22, C.1.23, C.1.24, C.1.26, C.1.27, L.1.6, L.1.2, L.2.2, L.2.3, M.1.5, R.1.3, R.1.5</p>	<p>Warm –up, work-outs and cool downs Basic exercise for chest, shoulders and triceps. Work with partner. Practical application. Basic exercise for back and biceps. Students apply knowledge and practice lifts. Practical application. Include cardio. Concentrate on correct techniques and body mechanics. Introduce workouts for enhancing skill related fitness. Also core workouts and application to everyday movements. Use no equipment or a variety of equipment. Med/stability balls, bands, BOSU, etc. Begin a Personal Fitness Log setting goals. Use available technology to design and evaluate personal physical plan. Apply strategies for self improvement.</p>	<p>See Power points on Angel.</p>
<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.34, M.1.35, C.1.3, C1.16, C.1.23, C.1.24, C.1.26, L.1.2, L.1.6, R.1.3, R.1.5</p>	<p>Basic leg exercise. Practical application. Concentrate on correct techniques and body mechanics during practical application. Core workouts and importance. Circuit training workout. Muscular strength/endurance and correlation to training. Introduce pyramid programs and how to use percentile charts. Practical application. Cardio. Explain levels of intensity. Core with or without equipment. Work with partner.</p>	<p>See Pyramid programs, percentile sheets and circuit trainings on Angel.</p>

<p>Identify muscles of the body, muscular endurance and strength</p> <p>Training muscle groups.</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, , C.1.16, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Power Point Presentation on “Muscles of the Body” or muscle video. Re-enforce identification of muscles. Quiz. Exercises such as bench press, flyes, incline/ decline press, and cable cross. Practical Application. Cardio and core. Explain methods of monitoring intensity levels.</p>	<p>Power points can be found in Angel.</p>
<p>Nutrition and Muscles</p> <p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.25, M.1.34, M.1.35, C.1.3, C.1.13, C.1.24, C.1.26, L.1.2, L.1.6</p> <p>LA.910.1.6.1 (x-curricular)</p>	<p>Discussion on muscles. Power point presentation or video on muscles and lifts. Discussion on food and how it relates to exercise. Exercises such as bar dips, bench dips pull-ups, and plyometrics. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Plyometric Circuit trainings and CT on calorie intake/out-take. On Angel. Chapter on Nutrition in Personal Fitness Textbook- Roberta Stokes</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Dead lift. Concentrate on correct techniques and body mechanics during practical application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>

<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Auxiliary exercises to help improve power lifting such as incline press, decline press, shoulder press bar/dumbbells, and upright rows, close grip bench, push-downs. Practical Application. Cardio Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>FITT</p> <p>Training muscle groups</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, C.1.12, C.1.17, C.1.26, L.1.16, L.2.4</p>	<p>Go over FITT Principle and how it relates to improvement on muscular strength and endurance. Repeat test on 12 minute walk/run, step test, crunches, and push-ups or max-outs. Discuss cardio vs. muscular strength</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel. Health related test found on Angel.</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Auxiliary exercises to help improve power lifting such as pull down to chest, seated row, T-bar row Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Work on power lifting techniques Practical Application. Cardio. Core with or without equipment.</p>	<p>Fitness for Life Textbook See Angel for examples</p>

<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Auxiliary exercises to help improve power lifting such as, leg curls, leg extensions, lunges and step-ups. Practical Application. Cardio. Core with or without equipment.</p>	<p>Fitness for Life Textbook See Angel for examples</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>13th week Approximately five – 49 minute periods of time</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Work on power lifting techniques Practical Application. Cardio. Core with or without equipment.</p>	<p>Fitness for Life Textbook See Angel for examples</p>
<p>Analyze long-term benefits of exercising.</p> <p>Breathing Activities for Stress Management</p> <p>Creating a routine and demonstration.</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.16, M.1.34, M.1.35, C.1.3, C.1.10, C.1.17, C.1.24, C.1.26, L.1.3, L.1.6, R.1.3, R.1.5, R.2.2</p>	<p>Discussion of long tem benefits of exercising. Discuss stress management. Breathing exercises. Relaxation techniques. Designing a muscular strength routine for Power Lifting. Cardio. Core with or without equipment. Work with partner.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Designed Fitness/Weight Training Routine to enhance Power lifts</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Apply the designed routine to practical application. Have a power lifting contest. Cardio. Core with or without equipment. Work with partner.</p>	<p>Chart on a Angel</p>

<p>Consumer Issues</p> <p>Designed Fitness Routine</p> <p>Explore activities for strength training used in other cultures</p>	<p>16th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.3, C.1.18, C.1.24, C.1.26, L.1.16, R.1.23</p>	<p>Discuss Consumer Issues.</p> <p>Apply the designed routine to practical application.</p> <p>Cardio. Core with or without equipment. Work with partner.</p>	<p>See Consumer Issues in Personal Fitness Textbook- Roberta Stokes</p>
<p>Designed Fitness Routine</p> <p>Demonstrate Improved fitness level.</p>	<p>17th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.11, C.1.24, C.1.26, L.1.16</p>	<p>Apply the designed routine to practical application.</p> <p>Work with partner.</p> <p>Post fitness test or max-out.</p>	
<p>Make up physical testing work, clean up and wrap up</p>	<p>18th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.34</p>	<p>Make up work to be done.</p> <p>Hand out study sheets, discuss study sheets, and review terminology. Final written exam.</p> <p>Locker clean out</p>	

Power Weight Lifting 1: Course Descriptions and Benchmark Numbers

Course Code	1501410
Course Title	Power Weight Lifting 1
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	PWR WEIGHT TRAIN 1
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (27):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.

- PE.912.C.1.14 Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.
- PE.912.C.1.17 Assess physiological effects of exercise during and after physical activity.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- 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.
- PE.912.M.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Power Weight Lifting 1: Related Glossaries

RELATED GLOSSARIES

Keywords (10)

Definition

Area

The number of square units needed to cover a surface.

Chart

A data display that presents information in columns and rows.

Equation

A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Mean

There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median	When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Set	A set is a finite or infinite collection of distinct objects in which order has no significance.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical Activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: RECREATIONAL ACTIVITIES

Subject Area:	Physical Education
Course Number:	1502470
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	General

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of recreational activities, correct techniques in performing skills, strategies, officiating, organizing and administration of recreational activities, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

Activities may include, but not limited to fishing, biking, skating, folk dance, and square dance.

Recreational Activities: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25, C.1.19, C.1.28	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety/Extreme weather and/or environmental conditions. Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.34, M.1.35, C.1.7, C.1.14, C.1.22, L.1.1	Health Related - Fitness Tests/Conditioning Correct Warm-up/Cool-Down to be used in course Recreational Activities Notebook	See Angel for Fitness Testing
Understand the history	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.35, R.2.3 MA.912.A.10.1 (cross-curricular)	Lecture and Discussion Discuss roles of other cultures and customs Use a variety of problem-solving strategies such a chart/diagram. In solving problems	Resources: Internet on Recreational Activities and Extreme Sports
Rules and terminology	4 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.34, M.1.35, C.1.8 LA.912.1.6.1 (cross-curricular)	Handouts Lecture, Power Point and Discussion Vocabulary list Handouts Demonstrations	Other Resources: Crosswords CD's-Crossword Generator- can obtain from online Power Point on heat related illness – on Angel

Proper techniques	5 th Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.1, M.1.9, M.1.20, M.1.35, C.1.2, C.1.3, C.1.26, C.1.28, C.1.24, L.1.1, L.1.2, L.1.3, L.1.4, L.1.6,	Practical Application Demonstrations Examples and Non-examples Partner Activities Inline skating, ice-skating, biking, fishing, folk dancing, square dancing, swimming, cross country running, self-defense	Other Resources could be: Skills Video Guest Speakers, Field Trips
Exhibit an improved skill level of activity	6 th Week Approximately five – 49 minute periods of time to complete	M.1.20, M.1.35, C.1.2, C.1.23, C.1.26, C.1.5, L.1.1,	Demonstrations Observations/Checklist Stop/correct/refine Use video for correction techniques	Other Resources: Videotape play and review, analyze skill of class
Strategies of activities Stress Management	7 th Week Approximately five – 49 minute periods of time to complete	M.1.1, M.1.5, C.1.26, M.1.9, M.1.20, M.1.31, M.1.33, M.1.35, C.1.2, C.1.3, C.1.33, C.1.24, L.1.1, L.1.3, L.1.4, L.1.5, L.1.6, R.1.1, R.1.2, R.1.3, R.1.4, R.1.5, R.1.2.1, R.2.2	Lecture Practice breathing and relaxation techniques Demonstrations Handouts Go off site as much as possible to use community and natural resources Questions and Answers	Would not have to actually fish, but have rods and practice all the fundamentals. Teach cycling/safety. Maybe 4 bikes on track at time while others are jogging, exchanging turns. If possible, have Sheriff's department send someone for martial arts and/or Debbie Hamilton. Teach water safety with Reed Cross coming in. Maybe, a field trip to the Y.
Exhibit attributes of positive communication and etiquette	8 th Week Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.33, C.1.34, R.1.1, R.1.2, R.1.3, R.1.4, R.1.5, R.1.2.1, R.2.2	Discussions Examples and Non-examples Acknowledge positive behavior	

Understand social skills	9 th week Approximately five – 49 minute periods of time to complete	M.1.1, M.1.5, M.1.6, M.1.7, M.1.8, M.1.9, M.1.20, M.1.33, M.1.35, C.1.33, C.1.34, L.1.1, L.1.4, R1.1, R.1.1, R.1.2, R.1.3, R.1.4. R.1.5, R.1.2.1, R.2.2 R.2.3	Demonstrations Peer to Peer Instruction Cross-cultural awareness through folk/square, hip-hop and line dances activities Practice	Invite a square dancers from the community to demonstrate
Physical Fitness Value	10 th Week 1 st Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.10, C.1.34, R.1.1, R.1.2, R.1.3, R.1.4. R.1.5, R.1.2.1, R.2.2, R.2.3	Analyze long term benefits of participating in activities Differences in values depending on activity Journal of participation in physical activity	See Angel for: Personal Fitness Understanding Fitness
Physiological principles related to exercise and training	11 th Week Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.34, L.1.1	Review physiological principles from Personal Fitness Application in activity practice	See Angel for: Personal Fitness FITT Power Points
Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.13, C.1.34, L.1.1	Discussion Differences in calories depending on activity Circuit Training	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight
Exhibit an improved or maintained level of the health-related components of physical fitness	13 th week Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.10, C.1.34	Document participation Observations Checklist on Skills for activities Analyze long term benefits of participating in activities General health related fitness Evaluation	See Angel for health related fitness test Power Point on Safety Issues

Understand and use safety practices	14 th Week Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.7, C.1.34	Lecture and Discussion Examples and Non-Examples Situational Safety Identify appropriate activity and adapt for persons with disabilities/variety of skill levels Review risk and safety factors that effect physical activity throughout life	See Angel Power Point on Safety Issues
Understand consumer issues	15 th Week Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.3, C.1.34, C.1.18	Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips)	See Angel for: Power Point on Consumer Issues
Exhibit positive attitude as a participant and an observer	16 th Week Approximately five – 49 minute periods of time to complete	M.1.1.5, M.1.16, M.1.19, M.1.20, M.1.35, C.1.3, C.1.34	Goal Setting Discussion/Questions and Answers Fitness Evaluation	
Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5C.1.6, C.1.10	Fitness Testing Review handout/notes Question and Answer Session	
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Demonstration of knowledge Skill Testing/Fitness Testing, Final Exam	Possible scan-trons

Recreational Activities: Course Descriptions and Benchmark Numbers

Course Code	1502470
Course Title	Recreational Activities
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	REC
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: General >

RELATED BENCHMARKS (25):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.M.1.1 Demonstrate critical elements of basic skills relating to aquatics.
- PE.912.M.1.9 Demonstrate complex skills and advanced rhythmic movements in dance.
- PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.
- 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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

- PE.912.R.2.1 Select and participate 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.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Recreational Activities: Related Glossaries

RELATED GLOSSARIES: (9)

Keywords (19)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: SOCCER

Subject Area:	Physical Education
Course Number:	1503320
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to develop knowledge and skills in soccer, and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of the soccer, sportsmanship, correct techniques in performing skills, strategies, officiating, organizing and administration of soccer activities, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

Soccer: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	C.1.9, C.1.14, C.1.22, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety/Extreme weather and/or environmental conditions. Fitness Tests-Health/Skill Related Fitness Conditioning Medical History	Can be located on Angel
Importance of soccer as a lifelong activity. History of soccer	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.34, M.1.35, C.1.7, C.1.9, C.1.21, C.1.25, R.2.3, L.1.6 MA.912.A.10.1 <i>(cross-curricular)</i>	History of Soccer/Handout Cooperative Activity- Successful Soccer Players and Their Lifestyles Diagram/Chart to be used to solve problem- solving strategies throughout the course Discussion on lifelong benefits Discuss and perform warm-up/cool down to be used for soccer course.	Basic Soccer History on Angel

<p>Rules and terminology</p>	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.16, M.1.19, M.1.25, M.1.34, M.1.35, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4 LA.912.1.6.1 <i>(cross-curricular)</i></p>	<p>Practical Applications Rules of Play/Handout Vocabulary List National Federation of High School Soccer Rulebook</p>	<p>Sports Rules Book Human Kinetics Thomas Hanlon</p>
<p>Sportsman ship/ positive attitude</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.20, C.1.25, L.1.1, R.1.3, R.1.4</p>	<p>Practical Applications Discussion on Attitude/Sportsmanship Acknowledge positive behavior and how conflicts can be resolved. Handshakes Examples and Non-Examples</p>	
<p>Physical Fitness value derived from participation</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.34, M.1.35, C.1.16, C.1.20, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Lecture and Discussion on soccer and its relationship to fitness Medicine Ball BOSU Rope Skip Conditioning Drills</p>	<p>See Angel for dills and conditioning</p>

<p>Understand and apply physiological principles</p>	<p>6th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M.1.12, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.16, C.1.17, C.1.24, C.1.25, C.1.26, L.1.1, L.1.6, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Lecture and Discussion/Application of Soccer Skills to Physiological Principles Fitness Runs Circuit Training Spot Drills Students will video tape each other to analyze data and mechanical principles in order to improve performance Discuss risk factors that may affect physical activity throughout life</p>	<p>See Angel for dills and conditioning Video or digital camera</p>
<p>Understand the social skills derived from participation</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M .1.16, M.1.19, M.1.24, M.1.25, M.1.32, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, L.1.1, L.1.4, L.1.5, R.1.3, R.1.2, R.1.4, R.1.5</p>	<p>Practical Applications Group Activities Pass the soccer ball – 2 on 1 Team Relays Head the ball in a circle and with partners Use strategies for including persons of diverse backgrounds and abilities. Encourage the use of community participation by organizing after school tournaments at school and/or in the community</p>	

<p>Skills</p> <p>Trapping/Tackling</p> <p>Soccer Ball</p>	<p>8th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.3, , C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Progression</p> <p>2 on 2, 4 on 4, 5 on 3</p> <p>Lead up soccer games</p>	
<p>Skills</p> <p>Dribbling/Passing</p> <p>Soccer Ball</p>	<p>9th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Proper Form</p> <p>Right Foot-Left Foot dribbling drill</p> <p>Pass to partner drill</p> <p>Cone Drill</p> <p>Lead up soccer games</p>	
<p>Skills</p> <p>Dribbling, Tackling</p>	<p>10th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Proper Form</p> <p>Up and Down</p> <p>Round and Round</p> <p>Shuffle</p>	
<p>Skills</p> <p>Passing, Tackling</p>	<p>11th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Different Types and Proper Mechanics</p> <p>Proper Position</p> <p>One on One</p> <p>Two on Two</p> <p>Three on Three</p> <p>Four on Four</p> <p>Lead up soccer game</p>	

<p>Skills</p> <p>Blocking and Heading</p> <p>Soccer Ball</p>	<p>12th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.33, M.1.34, M.1.35, M.1.30, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration on Proper Position</p> <p>Discussion of how desire and attitude are related to success</p> <p>Timing Heading Soccer Ball</p> <p>Blocking with shoulder/chest(chest for males only)</p> <p>Lead up soccer game</p>	
<p>Skills</p> <p>Defense</p>	<p>13th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.33, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Discussion of how desire and attitude are related to becoming a good defensive player</p> <p>Proper Position</p> <p>One on One</p> <p>Two on Two</p> <p>Three on Three</p> <p>Four on Four</p> <p>Lead up soccer game</p>	
<p>Skills</p> <p>Offense</p>	<p>14th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M1.10, M1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4</p>	<p>Practical Applications</p> <p>Demonstration of proper positioning</p> <p>Running with the soccer ball</p> <p>Running without the soccer ball</p> <p>One on One</p> <p>Two on Two</p> <p>Three on Three</p> <p>Four on Four</p> <p>Five on Five</p> <p>Soccer game</p>	

Understanding team play and game strategies	15 th week Approximately five – 49 minute periods of time to complete	M1.10, M1.15, M.1.16, M.1.19, M.1.24,M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.2.3	Practical Applications Explore games and sports of other cultures as it relates to soccer Half-field game offense Half-field game defense Transition game Movement with the ball Movement without the ball Out of bounds situations Situational Practice	
Testing	16 th week Approximately five – 49 minute periods of time to complete	C.1.14, C.1.22 ,C.1.25, L.1.1, R.1.3, R.1.4, R.1.5	Skill and/or Health-Related Fitness Testing Health to see improvement	
Review	17 th Week Approximately five – 49 minute periods of time to complete	C.1.6, C.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Student Generated questions Questions from handouts Situational questions Skill demonstration/Skill-related fitness testing	Basic Information on Angel
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill demonstration/Skill-related fitness testing Demonstration retained knowledge	

Soccer: Course Descriptions and Benchmark Numbers

Course Code	1503320
Course Title	Soccer
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	SOC CER
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Team >

ELATED BENCHMARKS (32):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.

- PE.912.C.1.22 Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.24 Analyze the mechanical principles as they apply to specific course activities.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the 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.
- PE.912.M.1.15 Select and apply sports/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 the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.

- 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.1.30 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Soccer: Related Glossaries

RELATED GLOSSARIES (10)

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernible length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: SOFTBALL

Subject Area:	Physical Education
Course Number	1503330
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to acquire basic knowledge of softball play, develop skills in softball and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the softball, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

Softball: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.19, M.1.34, M.1.35, C.1.7, C.1.9, C.1.14, C.1.22 MA.912.S.3.3 <i>(cross-curricular)</i>	Rules and Regulations/Safety/Extreme weather and/or environmental conditions. Fitness Tests-Health/Skill Related Fitness Correct Warm-up/Cool-Down to be used in course Calculate/Interpret measures of the center of a set of data including mean, median, and weighted mean and use to make comparisons among sets of data	See Angel for Fitness Testing
Understand the history	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.35, R.2.3 LA.912.1.6.1 <i>(cross-curricular)</i>	Softball Handouts Vocabulary Softball/Course Notebook Introduction to softball, Go over rules softball Explore the roles of other cultures on softball	See Angel for Basic Information on Softball Other Resources: Internet
Rules and terminology	4 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.19, M.1.31, M.1.34, M.1.35, C.1.28	Lecture and Discussion Demonstrations/Examples and Non examples. Diagrams used as an aide Begin skills in softball Lead up game to softball	Other Resources: Crosswords CD's-Crossword Generator-can obtain from online

Proper techniques	5 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23 M.1.26, M.1.31, M.1.32, M.1.33, M.1.35, C.1.20, C.1.21, C.1.27, C.1.28, L.1.1, L.1.2, L.1.5, R.1.2, R.1.3, R.1.4, R.1.5, R.2.1	Strategies for diverse backgrounds abilities Work on skills Have softball tournaments in school and in the community Game end hand shakes and address various ways in which physical conflict can be avoided and resolved	
Exhibit an improved skill level	6 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, C.1.28, L.1.1, R.2.2 R.1.3, R.1.4, R.1.5	Practical Applications Skills Test Skill practice Demonstrations offensive/defensive Observations/Checklist	Other Resources: Videotape play and review, analyze skill of class
Strategies of team play	7 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.21, C.1.28, L.1.1, L.2.4, R.1.3, R.1.4, R.1.5	Practical Applications Questions and Answers Situational Practice Use of diagrams to explain strategies Demonstrations offensive/defensive strategies Drills	Other Resources: Internet on Team Strategy play The Sports Rule Book – Human Kinetics
Exhibit attributes of positive sportsmanship	8 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, C.1.28, L.1.4, L.1.5, R.1.3, R.1.4, R.1.5, R.2.1	Practical Applications Discussions Shared Encouragement in Small Groups Play tournament at school and in the community	
Understand social skills	9 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.28, R.1.3, R.1.4, R.1.5	Practical Applications Cooperative Activities Individual team roles Peer to peer instruction Team situational practice	

Physical Fitness Value	10 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Contract-Commitment to physical activity Journal-documenting daily physical activity Fitness Tests	
Physiological principles related to exercise and training	11 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, C.1.28, L.1.1, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5 MA.912.C.3.10 <i>(x-curricular)</i>	Practical Applications Wellness Plan-document participation in activities (Flexibility, Muscular Strength and Endurance, body composition, cardiovascular endurance Mile walk run-review results-action plan to improve Find velocity and acceleration of a particle moving in a straight line Team situational practice	See Angel for: Personal Fitness FITT Power Points
Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	C.1.13 M.1.5, M.1.15, C.1.16, C.1.28, C.1.10	Practical Application Discussion Differences in calories depending on sports Circuit Training calorie Intake/Expenditure Team situational practice	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight
Exhibit an improved or maintained level of the health-related components of physical fitness	13 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.10, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Research and prepare report on cardiovascular disease and the relationship to physical activity Document participation in softball in individualized wellness plan Discuss softball in other cultures Team situational practice	See Angel for: Personal Fitness Power-Points on Health Related Components of Fitness

Understand and use safety practices	14 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.10, C.1.28, L.1.1, L.1.6, C.1.25, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion Examples and Non-Examples Situational Safety Identify appropriate activity and adapt for persons with disabilities or a variety of skill levels Review risk and safety factors that effect physical activity throughout life Team situational practice	See Angel for: Personal Fitness Power-Points on Safety
Understand consumer issues	15 th Week Approximately five – 49 minute periods of time to complete	C.1.18, C.1.25, C.1.26 C.1.28	Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips) Softball tournament	See Power Point on Angel for Consumer Issues
Exhibit positive attitude as a participant and an observer	16 th Week Approximately five – 49 minute periods of time to complete	M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.28, R.1.3, R.1.4, R.1.5	Leadership Roles Goal Setting Replay all contested plays Acknowledge good play by an opponent or teammate Softball tournament	
Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5 C.1.6, C.1.10	Fitness Testing Review handout/notes Question and Answer Session	Review
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill Testing/Fitness Testing, Final Exam Demonstration of knowledge	Final Exam

Softball: Course Descriptions and Benchmark Numbers

Course Code	1503330
Course Title	Softball
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	SOFTBALL
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Team >

RELATED BENCHMARKS (30):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.

- PE.912.C.1.22 Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.24 Analyze the mechanical principles as they apply to specific course activities.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course 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.
- PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.
- PE.912.M.1.23 Demonstrate proficiency of critical elements when striking with an object/implement.
- PE.912.M.1.24 Apply a combination of complex movement patterns in a game setting.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.1.30 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Softball: Related Glossaries

RELATED GLOSSARIES (6)

Keywords (6)

Instantaneous Rate of Change

Definition

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Mean

There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median

When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.

Set

A set is a finite or infinite collection of distinct objects in which order has no significance.

Balance

Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.

Physical Activity

Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: SPORTS OFFICIATING

Subject Area:	Physical Education
Course Number:	1502500
Grade Level:	10 – 12
Credit:	0.5
Prerequisite:	Team Sports 2 or Individual/Dual Sports 2
Category:	General

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness.

The purpose of this course is to enable students to acquire knowledge of sport rules and regulations, to develop skills in officiating selected sports, improve skills in specified team sports, and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, correct signals for officiating, umpiring and officiating games, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

The sports offered may include but not limited to basketball, flag football, soccer, softball and volleyball

Sports Officiating: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.9, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety including precautions to take for extreme weather and environmental conditions Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.19, M.1.34, M.1.35, C.1.7, C.1.14, C.1.22 <i>LA.910.1.6.1</i>	Skill Related - Fitness Tests/Conditioning Correct Warm-up/Cool-Down to be used in course Have students create charts to solve problems relating to Sports Officiating	See Angel for Fitness Testing
Understand the history	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.35, R.2.3 <i>MA.910.A.10.1</i>	Handouts Lecture and Discussion Team Sports Notebook Practical Application Vocabulary List	See Angel for Basic Rules and history Other Resources: Internet on history of Team Sports
Rules and terminology	4 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.19, M.1.34, M.1.35, R.2.3	Lecture and Discussion Demonstrations/Examples and Non examples Discuss and explore roles of sports in other cultures Diagrams	Other Resources: Crosswords CD's-Crossword Generator-can obtain from online

<p>Proper techniques</p>	<p>5th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.21, C.1.24, C.1.28, L.1.1, L.1.2, L.1.3, R.1.3, R.1.4, R.1.5</p>	<p>Basketball, Flag football, Soccer Softball, Volleyball, (Lead-Up Kickball-ELL) Team Handball, Field Hockey Floor Hockey</p>	<p>See Angel for Basic Information on Team Sports Other Resources: Internet on various Team Sports</p>
<p>Exhibit an improved skill level Stress Management</p>	<p>6th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, , M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, L.1.1, R.2.2 R.1.3, R.1.4, R.1.5</p>	<p>Skills Test Skill practice Demonstrations Observations/Checklist Students will video tape each other in order to analyze and improve performance. Practice and apply breathing and relaxation techniques</p>	<p>Other Resources: Videotape play and review, analyze skill of class</p>
<p>Strategies of team play</p>	<p>7th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, , M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, L.1.3, L.1.4, L.1.5, L.2.4, R.1.3, R.1.4, R.1.5</p>	<p>Questions and Answers Situational Practice Demonstrations Drills Lead-up and Modified Games Set up a schedule to officiate community games Set up round robin tournaments during and after school</p>	<p>Other Resources: Internet on Team Strategy play The Sports Rule Book – Human Kinetics</p>

Exhibit attributes of positive sportsmanship	8 th Week Approximately five – 49 minute periods of time to complete	M.1.5, , M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.1, R.1.3, R.1.4, R.1.5, C.1.20	Discussions Shared Encouragement in Small Groups Game end hand shakes Discuss various ways to resolve conflicts	
Understand social skills	9 th week Approximately five – 49 minute periods of time to complete	M.1.5, , M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.30, M.1.31, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Cooperative Activities Individual team roles Peer to peer instruction Team situational practice	
Physical Fitness Value	10 th Week Approximately five – 49 minute periods of time to complete	M.1.5, , M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, L.1.1, R.1.3, R.1.4, R.1.5	Contract-Commitment to physical activity Journal-documenting daily physical activity Fitness Tests	See Angel for: Personal Fitness Understanding Fitness

Physiological principles related to exercise and training	11 th Week Approximately five – 49 minute periods of time to complete	M.1.5, , M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, L.1.1, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5	Wellness Plan-document participation in activities (Flexibility, Muscular Strength and Endurance, body composition, cardiovascular endurance Mile walk run-review results-action plan to improve	See Angel for: Personal Fitness FITT Power Points
Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	C.1.13 , M.1.10, M.1.5, M.1.15, M.1.16, M.1.19, C.1.16, C.1.10	Discussion Differences in calories depending on sports Modified games Circuit Training calorie Intake/Expenditure	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight
Exhibit an improved or maintained level of the health-related components of physical fitness	13 th week Approximately five – 49 minute periods of time to complete	M.1.5, , M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.10, L.1.1, R.1.3, R.1.4, R.1.5	Research and prepare report on cardiovascular disease and the relationship to physical activity Document participation in activity in individualized wellness plan	See Angel for: Personal Fitness Power-Points on Health Related Components of Fitness
Understand and use safety practices	14 th Week Approximately five – 49 minute periods of time to complete	M.1.5, , M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.10, C.1.10, L.1.1, L.1.24, C.1.25, R.1.3, R.1.4, R.1.5	Lecture and Discussion Examples and Non-Examples Situational Safety Identify appropriate activity and adapt for persons with disabilities or a variety of skill levels Review risk and safety factors that effect physical activity throughout life	See Angel for: Personal Fitness Power-Points on Safety

Understand consumer issues	15 th Week Approximately five – 49 minute periods of time to complete	C.1.18, C.1.25, C.1.26	Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips)	See Power Point on Angel for Consumer Issues
Exhibit positive attitude as a participant and an observer	16 th Week Approximately five – 49 minute periods of time to complete	, M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Responsibility Leadership Roles Goal Setting Replay all contested shots or play Acknowledge good play by an opponent or teammate	
Review	17 th Week Approximately five – 49 minute periods of time to complete	C.1.6, M.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Student Generated questions Questions from handouts Situational questions Skill demonstration/Skill-related fitness testing	Handouts
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill demonstration/Skill-related fitness testing Demonstration retained knowledge	Possible scan-trons

Sports Officiating: Course Descriptions and Benchmark Numbers

Course Code	1502500
Course Title	Sports Officiating
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	SPRTS OFFICIATING
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: General >

RELATED BENCHMARKS (18) :

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
PE.912.C.1.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and 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.
- PE.912.M.1.15 Select and apply sports/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.1.1 Act independently of peer pressure both in and out of school.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Sports Officiating: Related Glossaries

RELATED GLOSSARIES (9)

Keyword	Definition
Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: TEAM SPORTS 1

Subject Area:	Physical Education
Course Number:	1503350
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness.

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

The sports offered may include but not limited to basketball, field hockey, flag football, soccer, softball and volleyball.

Team Sports 1: Pacing Guide

Topic/Section to be Covered (All topics in weeks 3-16 are all intertwined within this course)	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered (All lessons in weeks 3-16 are taught within each sport and/or intertwined throughout this course.)	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.19, M.1.34, M.1.35, C.1.7, C.1.9, C.1.14, C.1.22 <i>MA.912.A.10.1 (cross-curricular)</i>	Rules and Regulations/Safety/Extreme weather and/or environmental conditions. Fitness Tests-Health/Skill Related Fitness Correct Warm-up/Cool-Down to be used in course Students formulate a research question to be answered by collecting data or performing an experiment as it relates to team sports.	See Angel for Fitness Testing
Understand the history	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.35, R.2.3 <i>LA.912.1.6.1 (cross-curricular)</i>	Over-all Course Handouts Vocabulary Course Notebook Introduction to 1 st Sport- hand out Examples: Basketball, Flag football, Soccer, Softball, Volleyball, etc. Go over rules to this sport Begin skills to the sport For each sport, explore roles of other cultures on games.	See Angel for Basic Rules and history Other Resources: Internet on history of Team Sports

Rules and terminology	4 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.19, M.1.31, M.1.34, M.1.35, C.1.28	Practical Applications skills to this sport Lead up game to this sport Lecture and Discussion Demonstrations/Examples and Non examples. Diagrams used as an aide.	Other Resources: Crosswords CD's-Crossword Generator-can obtain from online
Proper techniques	5 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23 M.1.26, M.1.31, M.1.32, M.1.33, M.1.35, C.1.20, C.1.21, C.1.28, L.1.1, L.1.2, R.1.2, R.1.3, R.1.4, R.1.5, R.2.1	Strategies for diverse backgrounds abilities Work on skills of the sport Have students video tape each other with in order to review/improve performance. Game end hand shakes and address various ways in which physical conflict can be avoided and resolved	See Angel for Basic Information on Team Sports Other Resources: Internet
Exhibit an improved skill level	6 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.26, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, C.1.28, L.1.1, R.2.2 R.1.3, R.1.4, R.1.5	Practical Applications Skills Test Skill practice Demonstrations offensive/defensive Observations/Checklist Written evaluation of this sport Introduce 2 nd sport - handout Go over rules of this sport Begin basic skill drills for 2 nd sport	Other Resources: Videotape play and review, analyze skill of class
Strategies of team play	7 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.21, C.1.28, L.1.1, L.2.4, R.1.3, R.1.4, R.1.5	Practical Applications Questions and Answers Situational Practice Use of diagrams to explain strategies Demonstrations offensive/defensive strategies Drills Lead-up and Modified Games	Other Resources: Internet on Team Strategy play The Sports Rule Book – Human Kinetics

Exhibit attributes of positive sportsmanship	8 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, C.1.28, L.1.4, L.1.5, R.1.3, R.1.4, R.1.5, R.2.1	Practical Applications/100 Minutes Discussions Shared Encouragement in Small Groups Play round robin tournament for this sport at school and in the community	
Understand social skills	9 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.28, R.1.3, R.1.4, R.1.5	Practical Applications Cooperative Activities Individual team roles Peer to peer instruction Team situational practice	
Physical Fitness Value	10 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Contract- Commitment to physical activity Journal-documenting daily physical activity Fitness Tests	See Angel for: Personal Fitness Understanding Fitness
Physiological principles related to exercise and training	11 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, C.1.28, L.1.1, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5	Practical Applications Wellness Plan-document participation in activities (Flexibility, Muscular Strength and Endurance, body composition, cardiovascular endurance Mile walk run-review results-action plan to improve	See Angel for: Personal Fitness FITT Power Points
Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	C.1.13 M.1.5, M.1.15, C.1.16, C.1.28, C.1.10	Practical Application Discussion Differences in calories depending on sports Modified games Circuit Training calorie Intake/Expenditure	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight

Exhibit an improved or maintained level of the health-related components of physical fitness	13 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.10, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Research and prepare report on cardiovascular disease and the relationship to physical activity Document participation in activity in individualized wellness plan	See Angel for: Personal Fitness Power-Points on Health Related Components of Fitness
Understand and use safety practices	14 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.10, C.1.28, L.1.1, L.1.6, C.1.25, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion Examples and Non-Examples Situational Safety Identify appropriate activity and adapt for persons with disabilities or a variety of skill levels Review risk and safety factors that effect physical activity throughout life	See Angel for: Personal Fitness Power-Points on Safety
Understand consumer issues	15 th Week Approximately five – 49 minute periods of time to complete	C.1.18, C.1.25, C.1.26 C.1.28	Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips)	See Power Point on Angel for Consumer Issues
Exhibit positive attitude as a participant and an observer	16 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.28, R.1.3, R.1.4, R.1.5	Responsibility Leadership Roles Goal Setting Replay all contested shots or play Acknowledge good play by an opponent or teammate	
Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5 C.1.6, C.1.10	Fitness Testing Review handout/notes Question and Answer Session	Review

Final Exam	18th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill Testing/Fitness Testing, Final Exam Demonstration of knowledge	Final Exam
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Team Sports 1: Course Descriptions and Benchmark Numbers

Course Code	1503350
Course Title	Team Sports 1
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	TEAM SPRTS 1
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Team >

RELATED BENCHMARKS (25):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.S.1.1	Formulate an appropriate research question to be answered by collecting data or performing an experiment. (DOK Rating: High)
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.

- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the 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.
- PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.
- PE.912.M.1.23 Demonstrate proficiency of critical elements when striking with an object/implement.
- 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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities

- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.1 Select and participate 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.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Team Sports 1: Related Glossaries

RELATED GLOSSARIES (2)

<u>Keyword</u>	<u>Definition</u>
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: TEAM SPORTS 2

Subject Area:	Physical Education
Course Number:	1503360
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	Team Sports I
Category:	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to acquire a more than basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

This is an extension of Team Sports I. Other sports offered in this course may include but not limited to basketball, croquet, field hockey, flag football, lacrosse, rugby, soccer, softball, speedball, team handball, and volleyball.

Team Sports 2: Pacing Guide

Topic/Section to be Covered (All topics in weeks 3-16 are all intertwined within this course)	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered (All lessons in weeks 3-16 are taught within each sport and/or intertwined throughout this course.)	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Medical History	See Angel for Course Rules and Information Sheets
Testing and Conditioning	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.19, M.1.34, M.1.35, C.1.7, C.1. 9, C.1.14, C.1.22 MA.912.A.10.1 (cross-curricular)	Rules and Regulations/Safety/Extreme weather and/or environmental conditions. Fitness Tests-Health/Skill Related Fitness Warm-up/Cool-Down to be used in course Calculate/Interpret measures of the center of a set of data including mean, median, and weighted mean and use to make comparisons among sets of data	See Angel for Fitness Testing

<p>Understand the history</p>	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.35, R.2.3 LA.912.1.6.1 <i>(cross-curricular)</i></p>	<p>Over-all view of all sports in this course- Handouts Vocabulary Course Notebook Introduction to 1st Sport- hand out Examples: Basketball, Flag football, Soccer, Softball, Volleyball, (Lead-Up Kickball-ELL) Team Handball, Field Hockey, Floor Hockey Go over rules of 1st sport Begin skills of 1st sport Explore roles of other cultures on this sport and all other sports played in this course</p>	<p>See Angel for Basic Rules and history Other Resources: Internet on history of Team Sports</p>
<p>Rules and terminology</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.15, M.1.19, M.1.31, M.1.34, M.1.35, C.1.28</p>	<p>Practical Applications skills to this sport Lead up game to this sport Lecture and Discussion Demonstrations/Examples and Non examples. Diagrams used as an aide.</p>	<p>Other Resources: Crosswords CD's-Crossword Generator-can obtain from online</p>
<p>Proper techniques</p>	<p>5th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.23 M.1.26, M.1.31, M.1.32, M.1.33, M.1.35, C.1.20, C.1.21, C.1.28, L.1.1, L.1.2, R.1.2, R.1.3, R.1.4, R.1.5, R.2.1</p>	<p>Strategies for diverse backgrounds abilities Work on skills of the sport Have students video tape each other with in order to review/improve performance. Game end hand shakes and address various ways in which physical conflict can be avoided and resolved</p>	<p>See Angel for Basic Information on Team Sports Other Resources: Internet</p>
<p>Exhibit an improved skill level</p>	<p>6th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.26, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.23, C.1.26, C.1.28, L.1.1, R.2.2 R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Skills Test Skill practice Demonstrations offensive/defensive Observations/Checklist Written evaluation of this sport Introduce 2nd sport - handout Go over rules of this sport Begin basic skill drills for 2nd sport</p>	<p>Other Resources: Videotape play and review, analyze skill of class</p>

Strategies of team play	7 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.30, M.1.31, M.1.32, M.1.33, M.1.34, M.1.35, C.1.21, C.1.28, L.1.1, L.2.4, R.1.3, R.1.4, R.1.5	Practical Applications Questions and Answers Situational Practice Use of diagrams to explain strategies Demonstrations offensive/defensive strategies Drills Lead-up and Modified Games	Other Resources: Internet on Team Strategy play The Sports Rule Book – Human Kinetics
Exhibit attributes of positive sportsmanship	8 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, C.1.28, L.1.4, L.1.5, R.1.3, R.1.4, R.1.5, R.2.1	Practical Applications/100 Minutes Discussions Shared Encouragement in Small Groups Play round robin tournament for this sport at school and in the community	
Understand social skills	9 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.26, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.28, R.1.3, R.1.4, R.1.5	Practical Applications Cooperative Activities Individual team roles Peer to peer instruction Team situational practice	
Physical Fitness Value	10 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.23, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.17, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Contract-Commitment to physical activity Journal-documenting daily physical activity Fitness Tests	See Angel for: Personal Fitness Understanding Fitness
Physiological principles related to exercise and training	11 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.24, M.1.25, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.7, C.1.10, C.1.28, L.1.1, L.2.4, L.2.7, R.1.3, R.1.4, R.1.5	Practical Applications Wellness Plan-document participation in activities (Flexibility, Muscular Strength and Endurance, body composition, cardiovascular endurance Mile walk run-review results-action plan to improve	See Angel for: Personal Fitness FITT Power Points

Managing Weight	12 th Week Approximately five – 49 minute periods of time to complete	C.1.13 M.1.5, M.1.15, C.1.16, C.1.28, C.1.10	Practical Application Discussion Differences in calories depending on sports Modified games Circuit Training calorie Intake/Expenditure	See Angel For: Circuit Training for calorie input/expenditure in Power Point on Managing Weight
Exhibit an improved or maintained level of the health-related components of physical fitness	13 th week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.6, C.1.10, C.1.10, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Research and prepare report on cardiovascular disease and the relationship to physical activity Document participation in activity in individualized wellness plan	See Angel for: Personal Fitness Power-Points on Health Related Components of Fitness
Understand and use safety practices	14 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, C.1.10, C.1.28, L.1.1, L.1.6, C.1.25, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion Examples and Non-Examples Situational Safety Identify appropriate activity and adapt for persons with disabilities or a variety of skill levels Review risk and safety factors that effect physical activity throughout life	See Angel for: Personal Fitness Power-Points on Safety
Understand consumer issues	15 th Week Approximately five – 49 minute periods of time to complete	C.1.18, C.1.25, C.1.26 C.1.28	Lecture and Discussion Projects Demonstrations Review consumer issues in Personal Fitness (Wise consumer tips)	See Power Point on Angel for Consumer Issues

Exhibit positive attitude as a participant and an observer	16 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, C.1.28, R.1.3, R.1.4, R.1.5	Responsibility Leadership Roles Goal Setting Replay all contested shots or play Acknowledge good play by an opponent or teammate	
Review	17 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5C.1.6, C.1.10	Fitness Testing Review handout/notes Question and Answer Session	Review
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill Testing/Fitness Testing, Final Exam Demonstration of knowledge	Final Exam

Team Sports 2: Course Descriptions and Benchmark Numbers

Course Code	1503360
Course Title	Team Sports 2
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	TEAM SPRTS 2
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Team >

RELATED BENCHMARKS (29):

Benchmark	Description
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
MA.912.C.3.10	Find the velocity and acceleration of a particle moving in a straight line. (DOK Rating: Moderate)
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.

- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the 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.
- PE.912.M.1.15 Select and apply sports/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 an object/implement.
- 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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.1 Select and participate 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.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Team Sports 2: Related Glossaries

RELATED GLOSSARIES: (7)

Keywords(7)

Definition

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Line

A collection of an infinite number of points in a straight pathway with unlimited length and having no width.

Mean

There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median

When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.

Set

A set is a finite or infinite collection of distinct objects in which order has no significance.

Velocity

The rate of change of the position of an object with respect to time.

INSTRUCTIONAL GUIDE: TENNIS 1

Subject Area:	Physical Education
Course Number:	1504500
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Individual/Dual

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to develop basic-level knowledge and skills in tennis and to maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of tennis, correct techniques in performing skills, strategies, officiating, organizing and administration of tennis activities, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

Tennis 1: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	C.1.14, C.1.22, C.1.25, M.1.5	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Fitness Tests/Conditioning Medical History	Can be located on Angel
Importance of Tennis as a lifelong activity/ history Tennis	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.15, M.1.34, M.1.35, C.1.7, C.1.25, R.2.3 MA.912.A.10.1 (cross-curricular)	History of Tennis Handout Diagram/Chart to be used to solve problem- solving strategies throughout the course Cooperative Activity-Successful Tennis Players and Their Lifestyles Discussion on lifelong benefits Discuss and perform warm-up/cool down to be used for tennis and for this course.	
Rules and terminology	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.16, M.1.19, M.1.25, M.1.34, M.1.35, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5 LA.912.1.6.1 (cross-curricular)	Practical Applications/140 minutes* Rules of Play/Handout Vocabulary List National Federation of High School Tennis Rulebook	USTA Sports Rules Book Human Kinetics Thomas Hanlon
Sports-man- ship/ positive attitude	4 th Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.25, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications/140 minutes* Discussion on Attitude/Sportsmanship Examples and Non-Examples	

Physical Fitness value derived from participation in Tennis Safety Issues	5 th week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.34, M.1.35, C.1.9C.1.16, C.1.24, C.1.25, C.1.26, L.1.1, L.1.6, L.1.4, R.1.3, R.1.4, R.1.5	Practical Applications/140 minutes Lecture and Discussion on tennis and its relationship to fitness Discuss safety precautions including precautions for extreme weather and/or environmental concerns. Fitness Runs Jump-ups BOSU Circuit Training Spot Drills	See Angel for dills and conditioning
Understand and apply physiological principles	6 th Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.16, C.1.17, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications/140 minutes* Lecture and Discussion/Application of Tennis Skills to Physiological Principles Medicine Ball Rope Skip Conditioning Drills	See Angel for dills and conditioning
Understand the social skills derived from participation in Tennis	7 th week Approximately five – 49 minute periods of time to complete	M1.10, M1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.32, M.1.34, M.1.35, C.1.3, C.1.23, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5, R.2.3	Practical Applications/140 minutes* Group Activities Students will evaluate each other while practicing basic tennis skills. Have the students video each other to analyze and evaluate in order to improve performance. Explore the role of tennis in other cultures.	
Skills Forehand/Backhand	8 th Week Approximately five – 49 minute periods of time to complete	M1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.3, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications/140 minutes* Follow through of forehand stroke Follow throw of back hand stroke Partner Practicing – round robin style	

Skills Serve	9 th week Approximately five – 49 minute periods of time to complete	M1.10, M1.15, M.1.16, M.1.19, M.1.24,M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications/140 minutes* Demonstration of Proper Form Practice correct technique in serving Review practice of forehand backhand stroke	
Skills Footwork	10 th Week Approximately five – 49 minute periods of time to complete	M1.10, M1.15, M.1.16, M.1.19, M.1.24, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25,	Practical Applications/140 minutes* Demonstration of footwork Forward and Back Side to side Shuffle Review Serve, forehand stroke and backhand stroke	
Skills Volley	11 th week Approximately five – 49 minute periods of time to complete	M1.10, M1.15, M.1.16, M.1.19, M.1.23, M.1.24,M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, R.1.3, R.1.4, R.1.5	Practical Applications/140 minutes* Introduce and practice volley Review and work on proper mechanics of serve, forehand, backhand stroke and footwork	
Skills Lob, Smash and Chop	12 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.23, M.1.24, M.1.25, M.1.34, M.1.35, M.1.30, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications/140 minutes* Introduce lob, smash and chop Demonstration on Proper Position for various hits Discussion of how desire and attitude are related to success Timing of missed ball	

Skills Defense	13 th week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.15, M.1.16, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications/140 min Discussion of how desire and attitude are related to becoming a good defensive player Proper Position Stance Practice strokes one on one then two on two One serves twice, 2 return serve drill, rotate running to opposite side when rotating	
Skills Offense	14 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, L.1.1, R.1.3, R.1.4	Practical Applications/140 min Discussion of how desire and attitude are related to becoming a good defensive player Proper Position Stance Practice strokes one on one then two on two One serves twice, 2 return serve drill, rotate running to opposite side when rotating	
Understanding strategies for doubles and singles in Tennis play	15 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.23, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, C.1.3, C.1.21, C.1.24, C.1.25, C.1.28, L.1.1, L.1.5, R.1.3, R.1.4	Practical Applications/140 min Half-court game offense for doubles/singles Half-court game defense for doubles/singles Situational Practice Play Round Robin Tournament Organize and have an after school tournament.	
Testing	16 th week Approximately five – 49 minute periods of time to complete	C.1.14, C.1.22, C.1.25, L.1.1, R.1.3, R.1.4	Skill and/or Health-Related Fitness Testing Health to see improvement	

Review	17 th Week Approximately five – 49 minute periods of time to complete	C.1.6, C.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Student Generated questions Questions from handouts Situational questions Skill demonstration/Skill-related fitness testing	Basic Information on Angel
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22, R.1.3, R.1.4, R.1.5	Skill demonstration/Skill-related fitness testing Demonstration retained knowledge	

Tennis 1: Course Descriptions and Benchmark Numbers

Course Code	1504500
Course Title	Tennis 1
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	TENNIS 1
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Individual and Dual >

RELATED BENCHMARKS (24):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.1.4	Utilize the in-school and community opportunities for participation in a variety of physical activities.

- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- PE.912.L.1.6 Utilize knowledge of the 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.
- PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.
- PE.912.M.1.23 Demonstrate proficiency of critical elements when striking with an object/implement.
- PE.912.M.1.24 Apply a combination of complex movement patterns in a game setting.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Tennis 1: Related Glossaries

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernible length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: VOLLEYBALL 1

Subject Area:	Physical Education
Course Number:	1505500
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of volleyball, sportsmanship, correct techniques in performing skills, strategies, officiating, organizing and administration of volleyball activities, consumer issues, benefits of participation, fitness activities, and fitness assessments.

Volleyball 1: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	C.1.14, C.1.22, C.1.25, M.1.5	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Fitness Tests/Conditioning Medical History	Can be located on Angel
Importance of Volleyball as a lifelong activity. History of volleyball	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.15, M.1.34, M.1.35, C.1.7, C.1. 9, C.1.25, R.2.3 MA.912.A.10.1 (cross-curricular)	Rules and Regulations/Safety/Extreme weather and/or environmental conditions. History of Volleyball/Explore roles of other cultures on games. Handouts Cooperative Activity-Successful volleyball Players and Their Lifestyles Discussion on lifelong benefits Use a variety of problem-solving strategies such a chart/diagram. Discuss and perform warm-up/cool down to be used for volleyball and course.	Basic Volleyball History on Angel
Rules and terminology	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.25, M.1.34, M.1.35, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5 LA.912.1.6.1 (cross-curricular)	Practical Applications Rules of Play/Handout Vocabulary List National Federation of High School Volleyball Rulebook	Sports Rules Book Human Kinetics Thomas Hanlon

Sports-man- ship/ positive attitude	4th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Discussion on Attitude/Sportsmanship Examples and Non-Examples	
Physical Fitness value derived from participation	5th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, .1.24, M.1.34, M.1.35, C.1.16, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion on volleyball and its relationship to fitness Medicine Ball BOSU Rope Skip Conditioning Drills	See Angel for dills and conditioning
Understand and apply physiological principles	6th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, C.1.16, C.1.17, C.1.23, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion/Application of Volleyball Skills to Physiological Principles Have students video tape each other in order to review/improve performance. Fitness Runs Jump-ups Circuit Training Spot Drills	See Angel for dills and conditioning Video or digital camera
Understand the social skills derived from participation	7th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15,,M .1.16, M.1.19, M.1.24, M.1.25, M.1.32,M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Group Activities Circle Bump Team Relays	

<p>Skills</p> <p>Serving</p> <p>Forehand Pass (Bump, Dig)</p> <p>Stress Management</p>	<p>8th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, L.1.3, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Group Serving activity:</p> <p>Underhand</p> <p>Overhead</p> <p>Sidearm</p> <p>After each serve run to other side and serve</p> <p>Serve without running to other side</p> <p>One server/2 receivers – run and switch sides</p> <p>Other serve/receive drills</p> <p>Practice and apply breathing/relaxation techniques discussed,</p>	
<p>Skills</p> <p>Setting</p>	<p>9th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Proper Form</p> <p>Salt/Pepper drill 1 on 1 (set and bump)</p> <p>2 on 2 with salt pepper (set and bump)</p> <p>Circle-up/keep ball up drill (set and bump)</p> <p>Review serving drills</p>	

<p>Skills</p> <p>Ball Handling</p> <p>Forearm pass in different situations</p>	<p>10th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.28, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Proper Form</p> <p>Forearm Pass as a pass</p> <p>Forearm save as in a bump/dig</p> <p>Partner up practice one throwing hard from standing on chair and other receives</p> <p>Review forearm pass (passing) 2 on 2 then</p> <p>4 on 4 then circle up</p> <p>Review setting drill</p> <p>Review serving drills</p>	
<p>Skills</p> <p>Spiking</p>	<p>11th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Spike</p> <p>Proper Mechanics</p> <p>Foot work</p> <p>Arm work</p> <p>Spike drills</p>	
<p>Skills</p> <p>Blocking</p>	<p>12th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, M.1.30, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration on Proper Position</p> <p>Footwork for blocking</p> <p>Arm, hand and finger placement for blocking</p> <p>Drills on blocking</p>	

Skills Net Recovery Defensive play	13 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15,M.1.16, M.1.19, M.1.24,M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Body Mechanics Net recovery drills Review spike/block drills Discussion of how desire and attitude are related to becoming a good player	
Skills Dinking	14 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24,M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25,C.1.26, C.1.28, L.1.1,L.1.4, L.1.5, R.1.3, R.1.4, R.1.5	Practical Applications Demonstration of proper positioning for dinking Offense strategies 5-1, 6-2 Defense strategies Transition game Situational Practice Volley ball Tournament	
Understanding team play and game strategies	15 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24,M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.28, L.1.1, , L.1.4, L.1.5, R.1.3, R.1.4, R.1.5	Practical Applications Volley ball Tournament Play round robin tournament for this sport at school and in the community	

Testing	16 th week Approximately five – 49 minute periods of time to complete	M.1.5,C.1.14, C.1.22 ,C.1.25, L.1.1, R.1.3, R.1.4, R.1.5	Skill and/or Health-Related Fitness Testing Health to see improvement	
Review	17 th Week Approximately five – 49 minute periods of time to complete	C.1.6, C.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5	Student Generated questions Questions from handouts Situational questions Skill demonstration/Skill-related fitness testing	Basic Information on Angel
Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22	Skill demonstration/Skill-related fitness testing Demonstration retained knowledge	

Volleyball 1: Course Descriptions and Benchmark Numbers

Course Title	Volleyball 1
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	VOLLEYBALL 1
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Team >

RELATED BENCHMARKS (24) :

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
PE.912.C.1.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.1.28	Interpret and apply the rules associated with specific course activities.

- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- 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.
- PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Volleyball 1: Related Glossaries

RELATED GLOSSARIES (10)

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: VOLLEYBALL 2

Subject Area:	Physical Education
Course Number:	1505510
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	Volleyball 2
Category:	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to acquire intermediate knowledge and skills in volleyball and to maintain or improve health-related fitness. This is an extension of Beginning Volleyball.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of volleyball, sportsmanship, correct techniques in performing skills, strategies, officiating, organizing and administration of volleyball activities, consumer issues, and benefits of participation, fitness activities, and fitness assessments

Volleyball 2: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	C.1.14, C.1.22, C.1.25, M.1.5	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Fitness Tests/Conditioning Medical History	Can be located on Angel
Importance of Volleyball as a lifelong activity. History of volleyball	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.15, M.1.34, M.1.35, C.1.7, C.1.9, C.1.25, R.2.3 MA.912.A.10.1 (cross-curricular)	Rules and Regulations/Safety/Extreme weather and/or environmental conditions. History of Volleyball/Explore roles of other cultures on games. Handouts Cooperative Activity-Successful volleyball Players and Their Lifestyles Discussion on lifelong benefits Use a variety of problem-solving strategies such a chart/diagram. Discuss and perform warm-up/cool down to be used for volleyball and course.	Basic Volleyball History on Angel
Rules and terminology	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.25, M.1.34, M.1.35, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5 LA.912.1.6.1 (cross-curricular)	Practical Applications Rules of Play/Handout Vocabulary List National Federation of High School Volleyball Rulebook	Sports Rules Book Human Kinetics Thomas Hanlon

Sports-man- ship/ positive attitude	4 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Discussion on Attitude/Sportsmanship Examples and Non-Examples	
Physical Fitness value derived from participation	5 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, .1.24, M.1.34, M.1.35, C.1.16, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion on volleyball and its relationship to fitness Medicine Ball BOSU Rope Skip Conditioning Drills	See Angel for dills and conditioning
Understand and apply physiological principles	6 th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, C.1.16, C.1.17, C.1.23, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion/Application of Volleyball Skills to Physiological Principles Have students video tape each other in order to review/improve performance. Fitness Runs Jump-ups Circuit Training Spot Drills	See Angel for dills and conditioning Video or digital camera
Understand the social skills derived from participation	7 th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15,,M .1.16, M.1.19, M.1.24, M.1.25, M.1.32,M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Group Activities Circle Bump Team Relays	

<p>Skills Serving Forehand Pass (Bump, Dig)</p> <p>Stress Management</p>	<p>8th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15,M.1.16, M.1.19, M.1.24,M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, L.1.3, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Group Serving activity: Underhand Overhead Sidearm After each serve run to other side and serve Serve without running to other side One server/2 receivers – run and switch sides Other serve/receive drills Practice and apply breathing/relaxation techniques discussed,</p>	
<p>Skills Setting</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15,M.1.16, M.1.19, M.1.24,M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration of Proper Form Salt/Pepper drill 1 on 1 (set and bump) 2 on 2 with salt pepper (set and bump) Circle-up/keep ball up drill (set and bump) Review serving drills</p>	
<p>Skills Ball Handling Forearm pass in different situations</p>	<p>10th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15,M.1.16, M.1.19, M.1.24, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.28, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration of Proper Form Forearm Pass as a pass Forearm save as in a bump/dig Partner up practice one throwing hard from standing on chair and other receives Review forearm pass (passing) 2 on 2 then 4 on 4 then circle up Review setting drill Review serving drills</p>	

<p>Skills</p> <p>Spiking</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration of Spike Proper Mechanics Foot work Arm work Spike drills</p>	
<p>Skills</p> <p>Blocking</p>	<p>12th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, M.1.30, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration on Proper Position Footwork for blocking Arm, hand and finger placement for blocking Drills on blocking</p>	
<p>Skills</p> <p>Net Recovery</p> <p>Defensive play</p>	<p>13th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Body Mechanics Net recovery drills Review spike/block drills Discussion of how desire and attitude are related to becoming a good player</p>	

<p>Skills</p> <p>Dinking</p>	<p>14th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, L.1.4, L.1.5, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration of proper positioning for dinking Offense strategies 5-1, 6-2 Defense strategies Transition game Situational Practice Volley ball Tournament</p>	
<p>Understanding team play and game strategies</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.28, L.1.1, , L.1.4, L.1.5, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Volley ball Tournament Play round robin tournament for this sport at school and in the community</p>	
<p>Testing</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, C.1.14, C.1.22, C.1.25, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Skill and/or Health-Related Fitness Testing Health to see improvement</p>	
<p>Review</p>	<p>17th Week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.6, C.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Student Generated questions Questions from handouts Situational questions Skill demonstration/Skill-related fitness testing</p>	<p>Basic Information on Angel</p>

Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22	Skill demonstration/Skill-related fitness testing Demonstration retained knowledge	
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Volleyball 2: Course Descriptions and Benchmark Numbers

Course Title	Volleyball 2
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	VOLLEYBALL 2
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Team >

Benchmark	Description
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- 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.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.1.30 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Volleyball 2: Related Glossaries

RELATED GLOSSARIES (10)

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: VOLLEYBALL 3

Subject Area:	Physical Education
Course Number:	1505520
Grade Level:	10 – 12
Credit:	0.5
Prerequisite:	Volleyball 2
Category:	Team

Fitness Components Emphasized: Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to continue their knowledge and skills in volleyball and to improve to an advanced level of skills in volleyball and to maintain or improve health-related fitness.

This is an extension of Intermediate Volleyball.

The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of volleyball, sportsmanship, correct techniques in performing skills, strategies, officiating, organizing and administration of volleyball activities, consumer issues, benefits of participation, fitness activities, and fitness assessments

Volleyball 3: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	C.1.14, C.1.22, C.1.25, M.1.5	Course Syllabus Locks and Lockers/Uniforms Attendance Procedures Rules and Regulations/Safety Fitness Tests/Conditioning Medical History	Can be located on Angel
Importance of Volleyball as a lifelong activity. History of volleyball	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.15, M.1.34, M.1.35, C.1.7, C.1.9, C.1.25, R.2.3 MA.912.A.10.1 (cross-curricular)	Rules and Regulations/Safety/Extreme weather and/or environmental conditions. History of Volleyball/Explore roles of other cultures on games. Handouts Cooperative Activity-Successful volleyball Players and Their Lifestyles Discussion on lifelong benefits Use a variety of problem-solving strategies such a chart/diagram. Discuss and perform warm-up/cool down to be used for volleyball and course.	Basic Volleyball History on Angel
Rules and terminology	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.15, M.1.25, M.1.34, M.1.35, C.1.24, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5 LA.912.1.6.1 (cross-curricular)	Practical Applications Rules of Play/Handout Vocabulary List National Federation of High School Volleyball Rulebook	Sports Rules Book Human Kinetics Thomas Hanlon

Sports-man- ship/ positive attitude	4th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M. 1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, C.1.25, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Discussion on Attitude/Sportsmanship Examples and Non-Examples	
Physical Fitness value derived from participation	5th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, .1.24, M.1.34, M.1.35, C.1.16, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion on volleyball and its relationship to fitness Medicine Ball BOSU Rope Skip Conditioning Drills	See Angel for dills and conditioning
Understand and apply physiological principles	6th Week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, C.1.16, C.1.17, C.1.23, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Lecture and Discussion/Application of Volleyball Skills to Physiological Principles Have students video tape each other in order to review/improve performance. Fitness Runs Jump-ups Circuit Training Spot Drills	See Angel for dills and conditioning Video or digital camera
Understand the social skills derived from participation	7th week Approximately five – 49 minute periods of time to complete	M.1.5, M.1.10, M.1.12, M.1.15,,M .1.16, M.1.19, M.1.24, M.1.25, M.1.32,M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5	Practical Applications Group Activities Circle Bump Team Relays	

<p>Skills</p> <p>Serving</p> <p>Forehand Pass (Bump, Dig)</p> <p>Stress Management</p>	<p>8th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, L.1.3, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Group Serving activity:</p> <p>Underhand</p> <p>Overhead</p> <p>Sidearm</p> <p>After each serve run to other side and serve</p> <p>Serve without running to other side</p> <p>One server/2 receivers – run and switch sides</p> <p>Other serve/receive drills</p> <p>Practice and apply breathing/relaxation techniques discussed,</p>	
<p>Skills</p> <p>Setting</p>	<p>9th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Proper Form</p> <p>Salt/Pepper drill 1 on 1 (set and bump)</p> <p>2 on 2 with salt pepper (set and bump)</p> <p>Circle-up/keep ball up drill (set and bump)</p> <p>Review serving drills</p>	
<p>Skills</p> <p>Ball Handling</p> <p>Forearm pass in different situations</p>	<p>10th Week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.28, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications</p> <p>Demonstration of Proper Form</p> <p>Forearm Pass as a pass</p> <p>Forearm save as in a bump/dig</p> <p>Partner up practice one throwing hard from standing on chair and other receives</p> <p>Review forearm pass (passing) 2 on 2 then 4 on 4 then circle up</p> <p>Review setting drill</p> <p>Review serving drills</p>	

<p>Skills</p> <p>Spiking</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.30, M.1.33, M.1.34, M.1.35, C.1.3, C.1.24, C.1.25, C.1.26, C.1.28, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration of Spike Proper Mechanics Foot work Arm work Spike drills</p>	
<p>Skills</p> <p>Blocking</p>	<p>12th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.34, M.1.35, M.1.30, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration on Proper Position Footwork for blocking Arm, hand and finger placement for blocking Drills on blocking</p>	
<p>Skills</p> <p>Net Recovery</p> <p>Defensive play</p>	<p>13th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.12, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Body Mechanics Net recovery drills Review spike/block drills Discussion of how desire and attitude are related to becoming a good player</p>	

<p>Skills</p> <p>Dinking</p>	<p>14th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.26, C.1.28, L.1.1, L.1.4, L.1.5, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Demonstration of proper positioning for dinking Offense strategies 5-1, 6-2 Defense strategies Transition game Situational Practice Volley ball Tournament</p>	
<p>Understanding team play and game strategies</p>	<p>15th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.15, M.1.16, M.1.19, M.1.24, M.1.25, M.1.26, M.1.34, M.1.35, M.1.30, M.1.31, M.1.32, M.1.33, C.1.3, C.1.21, C.1.24, C.1.25, C.1.28, L.1.1, , L.1.4, L.1.5, R.1.3, R.1.4, R.1.5</p>	<p>Practical Applications Volley ball Tournament Play round robin tournament for this sport at school and in the community</p>	
<p>Testing</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, C.1.14, C.1.22, C.1.25, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Skill and/or Health-Related Fitness Testing Health to see improvement</p>	
<p>Review</p>	<p>17th Week Approximately five – 49 minute periods of time to complete</p>	<p>C.1.6, C.1.10, M.1.15, M.1.19, M.1.24, M.1.25, M.1.26, M.1.30, M.1.32, M.1.33, M.1.34, M.1.35, L.1.1, R.1.3, R.1.4, R.1.5</p>	<p>Student Generated questions Questions from handouts Situational questions Skill demonstration/Skill-related fitness testing</p>	<p>Basic Information on Angel</p>

Final Exam	18 th Week Approximately five – 49 minute periods of time to complete	M.1.15, M.1.25, M.1.32, M.1.34, C.1.14, C.1.22	Skill demonstration/Skill-related fitness testing Demonstration retained knowledge	
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Volleyball 3: Course Descriptions and Benchmark Numbers

Course Code	1505520
Course Title	Volleyball 3
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	VOLLEYBALL 3
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Team >

RELATED BENCHMARKS (26):

Benchmark	Description
LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
PE.912.C.1.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

- PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.
- PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.
- 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.
- PE.912.M.1.23 Demonstrate proficiency of critical elements when striking with an object/implement.
- PE.912.M.1.25 Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
- 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.1.30 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.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Volleyball 3: Related Glossaries

RELATED GLOSSARIES (10)

Keywords (10)

Definition

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernable length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Balance	Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
Physical activity	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: WEIGHT TRAINING 1

Subject Area:	Physical Education
Course Number:	1501340
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	None
Category:	Fitness

Health Component Emphasized: Muscular Strength/Muscular Endurance

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance and begin to enhance self- image.

The content should include, but not be limited to the following: safety practices, terminology pertaining to the musculoskeletal system, performing and knowing the difference in muscular strength and endurance exercises, correct techniques in performing basic weight training exercises, muscular strength and endurance assessments, weight training activities for fitness, nutrition, consumer issues, and benefits of participation.

Weight Training 1: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers/Uniforms	Templates for: Syllabus/Brochure, Information form and lesson plan templates on Angel.
Identify safety issues Pre – Testing Goal Setting	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 <i>MA.912.S.3.3 (cross-curricular)</i>	Discuss safety issues pertaining to exercises, equipment and in general. Review and hand out guidelines and rules for weight room. Hand out muscle charts. Pre-test on 12 minute walk/run, push-ups crunches or max weight lifts and core strength.	Template for scoring form, explanation and results chart of the test. 1 rep max on Angel
Correct techniques/body mechanics in basic exercises Safety in exercising and workouts. Training muscle groups. Warm-up/Cool-Down	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M.1.15, M.1.19, M.1.34, C.1.7, C.1.23, C.1.24, C.1.26, C.1.27, L.1.6, L.2.2, L.2.3, M.1.5, R.1.3, R.1.5	Warm –up, work-outs and cool downs Basic exercise for chest, shoulders and triceps. Work with partner. Practical application. Basic exercise for back and biceps. Students apply knowledge and practice lifts. Practical application. Concentrate on correct techniques and body mechanics during practical application. Introduce core workouts and application to everyday movements. Use no equipment or a variety of equipment. Med/stability balls, bands, BOSU, etc. Cardio. Begin a Personal Fitness Log setting goals. Use available technology to design and evaluate personal physical plan. Apply strategies for self improvement.	See Power points on Angel.

<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.34, M.1.35, C.1.3, C.1.16, C.1.23, C.1.24, C.1.26, L.1.2, L.1.6, R.1.3, R.1.5</p>	<p>Basic leg exercise. Practical application. Concentrate on correct techniques and body mechanics during practical application. Core workouts and importance. Circuit training workout. Muscular strength/endurance and correlation to training. Introduce pyramid programs and how to use percentile charts. Practical application. Cardio. Explain levels of intensity. Core with or without equipment. Work with partner.</p>	<p>See Pyramid programs, percentile sheets and circuit trainings on Angel.</p>
<p>Identify muscles of the body, muscular endurance and strength</p> <p>Training muscle groups.</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, , C.1.16, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>.Power Point Presentation on “Muscles of the Body” or muscle video. Re-enforce identification of muscles. Quiz. Exercises such as bench press, flies, incline/ decline press, and cable cross. Practical Application. Cardio and core. Explain methods of monitoring intensity levels.</p>	<p>Power points can be found in Angel.</p>
<p>Nutrition and Muscles Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.25, M.1.34, M.1.35, C.1.3, C.1.13, C.1.24, C.1.26, L.1.2, L.1.6</p> <p><i>LA.910.1.6.1 (cross-curricular)</i></p>	<p>Discussion on muscles. Power point presentation or video on muscles and lifts. Discussion on food and how it relates to exercise. Exercises such as bar dips, bench dips pull-ups, and plyometrics. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Plyometric Circuit trainings and CT on calorie intake/out-take. On Angel. Chapter on Nutrition in Personal Fitness Textbook- Roberta Stokes</p>

<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Dead lift. Concentrate on correct techniques and body mechanics during practical application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>8^h week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Auxiliary exercises to help improve power lifting such as incline press, decline press, shoulder press bar/dumbbells, and upright rows, close grip bench, push-downs. Practical Application. Cardio Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>FITT</p> <p>Training muscle groups</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.34, M.1.35, C.1.11, C.1.12, C.1.26, L.1.16</p>	<p>Go over FITT Principle and how it relates to improvement on muscular strength and endurance. Repeat test on 12 minute walk/run, step test, crunches, and push-ups or max-outs. Discuss cardio vs. muscular strength</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Auxiliary exercises to help improve power lifting such as pull down to chest, seated row, T-bar row Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	

<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Lifts such as barbell curl, dumbbell curl, dumbbell concentrate, one arm cable curl, bar cable curl, cable double bicep curl, reverse curls, wrist curls. Practical Application. Cardio. Core with or without equipment.</p>	<p>Fitness for Life Textbook</p>
<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Exercises such as squats, leg curls, stiff legs, leg extensions, lunges and step-ups. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>Correct techniques/body mechanics in basic exercises Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>13th week Approximately five – 49 minute periods of time</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Exercises such as standing calf raises, seated calf raises and external/internal rotator. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>Analyze long-term benefits of exercising.</p> <p>Breathing Activities for Stress Management</p> <p>Creating a routine and demonstration.</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.16, M.1.34, M.1.35, C.1.3, C.1.10, C.1.17, C.1.24, C.1.26, L.1.3, L.1.6, R.1.3, R.1.5</p>	<p>Discussion of long term benefits of exercising. Discuss stress management. Breathing exercises. Relaxation techniques. Designing a muscular fitness routine for endurance or strength. Get into small groups to exercise together. Cardio. Core with or without equipment. Work with partner.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Designed Fitness Routine</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6</p>	<p>Apply the designed routine to practical application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Design chart on Angel</p>

<p>Consumer Issues</p> <p>Designed Fitness Routine</p> <p>Explore activities for strength training used in other cultures</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.3, C.1. 6, C.1.18, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5, R.2.2, R.2.3</p>	<p>Discuss Consumer Issues and physical activities which benefits can be derived.</p> <p>Discuss strength training as it applies to other cultures.</p> <p>Apply the designed routine to practical application.</p> <p>Cardio. Core with or without equipment. Work with partner.</p>	<p>See Consumer Issues in Personal Fitness Textbook- Roberta Stokes</p>
<p>Designed Fitness Routine</p> <p>Demonstrate Improved fitness level.</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.11, C.1.24, C.1.26, L.1.6</p>	<p>Apply the designed routine to practical application.</p> <p>Work with partner.</p> <p>Post fitness test or max-out.</p>	
<p>Make up physical testing work, clean up and wrap up</p>	<p>18th week Approximately five – 49 minute periods of time to complete</p>		<p>Make up work to be done.</p> <p>Hand out study sheets, discuss study sheets, and review terminology. Final written exam.</p> <p>Locker clean out</p>	

Weight Training 1: Course Descriptions and Benchmark Numbers

Course Code	1501340
Course Title	Weight Training 1
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	WGHT TRAIN 1
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (26):

Benchmark	Description
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly.
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data. (DOK Rating: Moderate)
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.6	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.1.16	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- 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.
- PE.912.M.1.15 Select and apply sports/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.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.

- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Weight Training 1: Related Glossaries

Keywords (6)

Definition

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Mean

There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.

Median

When the numbers are arranged from least to greatest, the middle number of a set of numbers or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.

Set

A set is a finite or infinite collection of distinct objects in which order has no significance.

Balance

Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.

Physical Activity

Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: WEIGHT TRAINING 2

Subject Area:	Physical Education
Course Number:	1501350
Grade Level:	9 – 12
Credit:	0.5
Prerequisite:	Weight Training 1
Category:	Fitness

Health Component Emphasized: Muscular Strength/Muscular Endurance

The purpose of this course is to enable students to develop an intermediate knowledge in weight training, to improve techniques in weight training, to further improve muscular strength/endurance and to further improve self -image.

The content should include, but not be limited to the following: safety practices, terminology pertaining to the musculoskeletal system, performing exercises correctly while improving and using more complex techniques, assessments in strength and endurance, weight training activities for fitness, nutrition, consumer issues, and benefits of participation.

Weight Training 2: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information form and lesson plan templates on Angel.
Identify safety issues Pre – Testing Goal Setting	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 <i>MA.912.S.1.1 (cross-curricular)</i>	Discuss safety issues pertaining to exercises, equipment and in general. Review and hand out guidelines and rules for weight room. Hand out muscle charts. Pre-test on 12 minute walk/run, push-ups crunches or max weight lifts on core lifts.	Template for scoring form, explanation and results chart of the test. 1 rep max on Angel

<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>3rd Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.10, M.1.12, M.1.15, M.1.19, M.1.34, C.1.7, C.1.23, C.1.24, C.1.26, C.1.27, L.1.6, L.2.2, L.2.3, M.1.5, R.1.3, R.1.5</p>	<p>Warm –up, work-outs and cool downs Basic exercise for chest, shoulders and triceps. Work with partner. Practical application. Basic exercise for back and biceps. Students apply knowledge and practice lifts. Practical application. Concentrate on correct techniques and body mechanics during practical application. Introduce core workouts and application to everyday movements. Use no equipment or a variety of equipment. Med/stability balls, bands, BOSU, etc. Cardio. Begin a Personal Fitness Log setting goals. Use available technology to design and evaluate personal physical plan. Apply strategies for self improvement.</p>	<p>See Power points on Angel.</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.34, M.1.35, C.1.3, C1.16, C.1.23, C.1.24, C.1.26, L.1.2, L.1.6, R.1.3, R.1.5</p>	<p>Basic leg exercise. Practical application. Concentrate on correct techniques and body mechanics during practical application. Core workouts and importance. Circuit training workout. Muscular strength/endurance and correlation to training. Introduce pyramid programs and how to use percentile charts. Practical application. Cardio. Explain levels of intensity. Core with or without equipment. Work with partner.</p>	<p>See Pyramid programs, percentile sheets and circuit trainings on Angel.</p>

<p>Identify muscles of the body, muscular endurance and strength</p> <p>Training muscle groups.</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, , C.1.16, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5 <i>LA.910.1.6.5 (cross-curricular)</i></p>	<p>Power Point Presentation on “Muscles of the Body” or muscle video. Re-enforce identification of muscles. Quiz. Exercises such as bench press, flyes, incline/ decline press, and cable cross. Practical Application. Cardio and core. Explain methods of monitoring intensity levels.</p>	<p>Power points can be found in Angel.</p>
<p>Nutrition and Muscles</p> <p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.25, M.1.33, M.1.34, M.1.35, C.1.3, C.1.13, C.1.24, C.1.26, L.1.16</p>	<p>Discussion on muscles. Power point presentation or video on muscles and lifts. Discussion on food and how it relates to exercise. Exercises such as bar dips, bench dips pull-ups, and plyometrics. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Plyometric Circuit trainings and CT on calorie intake/out-take. On Angel. Chapter on Nutrition in Personal Fitness Textbook- Roberta Stokes</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.2, L.1.16</p>	<p>Exercises such as push-downs, head-knockers/nose busters, close grip bench, kick backs, dumbbell extensions. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>.Fitness for Life Textbook</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>8th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Exercises such as shoulder press bar/dumbbells, side laterals, bent-over rear- delt flyes, front raises, and upright rows. Practical Application. Cardio Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>

<p align="center">FITT</p> <p>Training muscle groups</p>	<p align="center">9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, C.1.12, C.1.26, L.1.16, L.2.4</p>	<p>Go over FITT Principle and how it relates to improvement on muscular strength and endurance. Repeat test on 12 minute walk/run, step test, crunches, and push-ups or max-outs. Discuss cardio vs muscular strength</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p align="center">10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Exercises such as pull down to chest, seated row, standing pull down to thighs, lying down board row, T-bar row, one arm plows, rope pulls Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p align="center">11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Lifts such as barbell curl, dumbbell curl, dumbbell concentrate, one arm cable curl, bar cable curl, cable double bicep curl, reverse curls, wrist curls. Practical Application. Cardio. Core with or without equipment.</p>	<p>Fitness for Life Textbook</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p align="center">12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Exercises such as squats, leg curls, stiff legs, leg extensions, lunges and step-ups. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p align="center">13th week Approximately five – 49 minute periods of time</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Exercises such as standing calf raises, seated calf raises and external/internal rotator. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>

<p>Analyze long-term benefits of exercising.</p> <p>Breathing Activities for Stress Management</p> <p>Creating a routine and demonstration.</p>	<p>14th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.16, M.1.34, M.1.35, C.1.3, C.1.10, C.1.17, C.1.24, C.1.26, L.1.3, L.1.6, R.1.3, R.1.5</p>	<p>Discussion of long term benefits of exercising. Discuss stress management. Breathing exercises. Relaxation techniques. Designing a muscular fitness routine for endurance or strength. Get into small groups to exercise together. Cardio. Core with or without equipment. Work with partner.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Designed Fitness Routine</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6</p>	<p>Apply the designed routine to practical application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Design chart on Angel</p>
<p>Consumer Issues</p> <p>Designed Fitness Routine</p> <p>Explore activities for strength training used in other cultures</p>	<p>16th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.3, C.1.6, C.1.18, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5, R.2.2, R.2.3</p>	<p>Discuss Consumer Issues and physical activities which benefits can be derived. Discuss strength training as it applies to other cultures. Apply the designed routine to practical application. Cardio. Core with or without equipment. Work with partner.</p>	<p>See Consumer Issues in Personal Fitness Textbook- Roberta Stokes</p>
<p>Designed Fitness Routine</p> <p>Demonstrate Improved fitness level.</p>	<p>17th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.11, C.1.24, C.1.26, L.1.6</p>	<p>Apply the designed routine to practical application. Work with partner. Post fitness test or max-out.</p>	
<p>Make up physical testing work, clean up and wrap up</p>	<p>18th week Approximately five – 49 minute periods of time to complete</p>		<p>Make up work to be done. Hand out study sheets, discuss study sheets, and review terminology. Final written exam. Locker clean out</p>	

Weight Training 2: Course Descriptions and Benchmark Numbers

Course Code	1501350
Course Title	Weight Training 2
Course Level	2
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	WGHT TRAIN 2
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (28):

Benchmark	Description
LA.910.1.6.5	The student will relate new vocabulary to familiar words.
MA.912.S.1.1	Formulate an appropriate research question to be answered by collecting data or performing an experiment. (DOK Rating: High)
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.16	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.1.17	Assess physiological effects of exercise during and after physical activity.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.24	Analyze the mechanical principles as they apply to specific course activities.

- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- 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.
- PE.912.M.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.

- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Weight Training 2: Related Glossaries

RELATED GLOSSARIES: (3)

Keywords (3)

Definition

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Balance

Â skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.

Physical Activity

Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

INSTRUCTIONAL GUIDE: WEIGHT TRAINING 3

Subject Area:	Physical Education
Course Number:	1501360
Grade Level:	10 – 12
Credit:	0.5
Prerequisite:	Intermediate Weight Training
Category:	Fitness

Health Component Emphasized: Muscular Strength/Muscular Endurance

The purpose of this course is to enable students to develop an advanced knowledge in weight training, to improve techniques in weight training, to further improve muscular strength/endurance and to further improve self -image.

The content should include, but not be limited to the following: safety practices, terminology pertaining to the musculoskeletal system, performing exercises correctly while improving and using more complex techniques, assessments in strength and endurance, weight training activities for fitness, nutrition, consumer issues, benefits of participation, design, implement and evaluate a weight training

Weight Training 3: Pacing Guide

Topic/Section to be Covered	Time Frame (Based on 49 minutes per class)	Next Generation Sunshine State Standards (Benchmarks)	Lesson/Information to be Covered	Resources
Orientation	1 st week Approximately five – 49 minute periods of time to complete	M.1.35, C.1.25	Course Syllabus Attendance Procedures Rules and Regulations Locks and Lockers Uniforms	Templates for: Syllabus/Brochure, Information form and lesson plan templates on Angel.
Identify safety issues Pre – Testing Goal Setting	2 nd Week 1 st Approximately five – 49 minute periods of time to complete	M.1.5, M.1.34, M.1.35, C.1.25, R.1.3, R.1.4 <i>MA.912.A.10.1 (x-curricular)</i>	Discuss safety issues pertaining to exercises, equipment and in general. Review and hand out guidelines and rules for weight room. Hand out muscle charts. Pre-test on 12 minute walk/run, push-ups crunches or max weight lifts on core lifts.	Template for scoring form, explanation and results chart of the test. 1 rep max on Angel
Correct techniques/body mechanics in basic exercises Safety in exercising and workouts. Training muscle groups.	3 rd Week Approximately five – 49 minute periods of time to complete	M.1.10, M.1.12, M.1.15, M.1.19, M.1.34, C.1.7, C.1.22, C.1.23, C.1.24, C.1.26, C.1.27, L.1.6, L.2.2, L.2.3, M.1.5, R.1.3, R.1.5	Warm –up, work-outs and cool downs Basic exercise for chest, shoulders and triceps. Work with partner. Practical application. Basic exercise for back and biceps. Students apply knowledge and practice lifts. Practical application. Concentrate on correct techniques and body mechanics during practical application. Introduce core workouts and application to everyday movements. Use no equipment or a variety of equipment. Med/stability balls, bands, BOSU, etc. Cardio. Begin a Personal Fitness Log setting goals. Use available technology to design and evaluate personal physical plan. Apply strategies for self improvement.	See Power points on Angel.

<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>4th Week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.19, M.1.34, M.1.35, C.1.3, C.1.16, C.1.23, C.1.24, C.1.26, L.1.2, L.1.6, R.1.3, R.1.5</p>	<p>Basic leg exercise. Practical application. Concentrate on correct techniques and body mechanics during practical application. Core workouts and importance. Circuit training workout. Muscular strength/endurance and correlation to training. Introduce pyramid programs and how to use percentile charts. Practical application. Cardio. Explain levels of intensity. Core with or without equipment. Work with partner.</p>	<p>See Pyramid programs, percentile sheets and circuit trainings on Angel.</p>
<p>Identify muscles of the body, muscular endurance and strength</p> <p>Training muscle groups.</p>	<p>5th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, , C.1.16, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Power Point Presentation on “Muscles of the Body” or muscle video. Re-enforce identification of muscles. Quiz. Exercises such as bench press, flies, incline/ decline press, and cable cross. Practical Application. Cardio and core. Explain methods of monitoring intensity levels.</p>	<p>Power points can be found in Angel.</p>
<p>Nutrition and Muscles</p> <p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>6th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.25, M.1.33, M.1.34, M.1.35, C.1.3, C.1.13, C.1.24, C.1.26, L.1.16</p>	<p>Discussion on muscles. Power point presentation or video on muscles and lifts. Discussion on food and how it relates to exercise. Exercises such as bar dips, bench dips pull-ups, and plyometrics. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Plyometric Circuit trainings and CT on calorie intake/out-take. On Angel. Chapter on Nutrition in Personal Fitness Textbook- Roberta Stokes</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups.</p>	<p>7th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.2, L.1.16</p>	<p>Exercises such as push-downs, head-knockers/nose busters, close grip bench, kick backs, dumbbell extensions. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>.Fitness for Life Textbook</p>

<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>8th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Exercises such as shoulder press bar/dumbbells, side laterals, bent-over rear-delt flyes, front raises, and upright rows. Practical Application. Cardio Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>FITT</p> <p>Training muscle groups</p>	<p>9th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.16, M.1.19, M.1.30, M.1.34, M.1.35, C.1.11, C.1.12, C.1.26, L.1.16, L.2.4</p>	<p>Go over FITT Principle and how it relates to improvement on muscular strength and endurance. Repeat test on 12 minute walk/run, step test, crunches, and push-ups or max-outs. Discuss cardio vs muscular strength</p>	<p>FITT Principles found in HOPE or Per Fit Textbook. Also on Angel Health related test found on Angel.</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>10th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.16</p>	<p>Exercises such as pull down to chest, seated row, standing pull down to thighs, lying down board row, T-bar row, one arm plows, rope pulls Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>11th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.30, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Lifts such as barbell curl, dumbbell curl, dumbbell concentrate, one arm cable curl, bar cable curl, cable double bicep curl, reverse curls, wrist curls. Practical Application. Cardio. Core with or without equipment.</p>	<p>Fitness for Life Textbook</p>
<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>12th week Approximately five – 49 minute periods of time to complete</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Exercises such as squats, leg curls, stiff legs, leg extensions, lunges and step-ups. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>

<p>Correct techniques/body mechanics in basic exercises</p> <p>Safety in exercising and workouts.</p> <p>Training muscle groups</p>	<p>13th week</p> <p>Approximately five – 49 minute periods of time</p>	<p>M.1.12, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5</p>	<p>Exercises such as standing calf raises, seated calf raises and external/internal rotator. Practical Application. Cardio. Core with or without equipment. Work with partner.</p>	<p>Fitness for Life Textbook</p>
<p>Analyze long-term benefits of exercising.</p> <p>Breathing Activities for Stress Management</p> <p>Creating a routine and demonstration.</p>	<p>14th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.16, M.1.34, M.1.35, C.1.3, C.1.10, C.1.17, C.1.24, C.1.26, L.1.3, L.1.6, R.1.3, R.1.5</p>	<p>Discussion of long term benefits of exercising. Discuss stress management. Breathing exercises. Relaxation techniques. Designing a muscular fitness routine for endurance or strength. Get into small groups to exercise together. Cardio. Core with or without equipment. Work with partner.</p>	<p>Templates and suggestions for developing routines on Angel.</p>
<p>Designed Fitness Routine</p> <p>Research and organize information for a presentation</p>	<p>16th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.16, M.1.34, M.1.35, C.1.3, C.1.24, LA.910.5.2.5 (x-curricular)</p>	<p>Apply the designed routine to practical application. Present digital presentation on fitness and strength training. Cardio. Core with or without equipment. Work with partner.</p>	<p>Design chart on Angel</p>
<p>Consumer Issues</p> <p>Designed Fitness Routine</p> <p>Explore activities for strength training used in other cultures</p>	<p>16th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.3, C.1.6, C.1.18, C.1.24, C.1.26, L.1.6, R.1.3, R.1.5, R.2.2, R.2.3</p>	<p>Discuss Consumer Issues and physical activities which benefits can be derived. Discuss strength training as it applies to other cultures. Apply the designed routine to practical application. Cardio. Core with or without equipment. Work with partner.</p>	<p>See Consumer Issues in Personal Fitness Textbook- Roberta Stokes</p>
<p>Designed Fitness Routine</p> <p>Demonstrate Improved fitness level.</p>	<p>17th week</p> <p>Approximately five – 49 minute periods of time to complete</p>	<p>M.1.5, M.1.10, M.1.16, M.1.34, M.1.35, C.1.11, C.1.24, C.1.26, L.1.6</p>	<p>Apply the designed routine to practical application. Work with partner. Post fitness test or max-out.</p>	
<p>Make up physical testing work, clean up and wrap up</p>	<p>18th week</p> <p>Approximately five – 49 minute periods of time to complete</p>		<p>Make up work to be done. Hand out study sheets, discuss study sheets, and review terminology. Final written exam. Locker clean out</p>	

Weight Training 3: Course Descriptions and Benchmark Numbers

Course Code	1501360
Course Title	Weight Training 3
Course Level	3
Course Length	Semester
Credit Description	Half credit (.5)
Abbreviated Title	WEIGHT TRAIN 3
Course Section	Basic and Adult Education
Course Path:	Section: Basic and Adult Education > Grade Group: Secondary Grades 9-12 > Subject: Physical Education > Sub-Subject: Fitness >

RELATED BENCHMARKS (28):

Benchmark	Description
LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, web-casts).
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table. (DOK Rating: High)
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.17	Assess physiological effects of exercise during and after physical activity.

- PE.912.C.1.22 Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
- PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
- PE.912.C.1.24 Analyze the mechanical principles as they apply to specific course activities.
- PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
- PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.
- PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.
- PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
- PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
- PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.
- 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.
- PE.912.M.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.
- 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.
- PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.
- PE.912.R.1.3 Demonstrate responsible behaviors during physical activities.
- PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- PE.912.R.2.2 Discuss physical activities from which benefits can be derived.
- PE.912.R.2.3 Explore the role of games, sports, and/or physical activities in other cultures.

Weight Training 3: Related Glossaries

RELATED GLOSSARIES: (10)

Keywords (10)

Area

Definition

The number of square units needed to cover a surface.

Balance

A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.

Chart

A data display that presents information in columns and rows.

Equation

A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.

Instantaneous Rate of Change

The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Point

A specific location in space that has no discernible length or width.

Square

A rectangle with four congruent sides; also, a rhombus with four right angles.

Table

A data display that organizes information about a topic into categories using rows and columns.

Width

The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

Physical Activity

Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

CREDITS

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