Physical Education

Course Descriptions

Versions 2024 and 2025

Rule 6A-1.09412, F.A.C.
Effective July 2024

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

Course Standards

Name	Description
PE.K.C.2.1:	Recognize locomotor skills.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures.
PE.K.C.2.4:	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.
PE.K.C.2.7:	Identify personal and general space.
PE.K.C.2.8:	Recognize movement concepts.
PE.K.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.K.L.3.6:	Identify the benefits of participating in physical activity.
PE.K.L.3.7:	Verbally state the search used before crossing a roadway.
PE.K.L.4.1:	Identify the location of muscles that help the body perform specific physical activities.
PE.K.L.4.2:	Identify that the heart beats faster during more intense physical activity.
PE.K.L.4.3:	Identify activities that increase breathing and heart rate.
PE.K.L.4.5:	Identify a benefit of flexibility.
PE.K.L.4.6:	Differentiate between healthy and unhealthy food choices.
PE.K.M.1.1:	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.3:	Balance a lightweight object on a paddle/racket while moving.
PE.K.M.1.5:	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.7:	Catch a variety of self-tossed objects.
PE.K.M.1.8:	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.
PE.K.R.5.3:	Identify ways to treat others with respect during physical activity.
PE.K.R.6.1:	Identify physical activities that are enjoyable.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

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

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

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

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

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5015000

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

Abbreviated Title: E ADAP PE IEP/504

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: State Board Approved

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

Physical Education - Grade Kindergarten (#5015020) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.K.C.2.1:	Recognize locomotor skills.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures.
PE.K.C.2.3:	Recognize technology can be utilized during physical activity.
PE.K.C.2.4:	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.
PE.K.C.2.5:	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.
PE.K.C.2.6:	Recite cues for a variety of movement patterns and skills.
PE.K.C.2.7:	Identify personal and general space.
PE.K.C.2.8:	Recognize movement concepts.
PE.K.L.3.1:	Identify a moderate physical activity.
PE.K.L.3.2:	Identify a vigorous physical activity.
PE.K.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.K.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.K.L.3.5:	Describe physical-activity goal-setting.
PE.K.L.3.6:	Identify the benefits of participating in physical activity.
PE.K.L.3.7:	Verbally state the search used before crossing a roadway.
PE.K.L.4.1:	Identify the location of muscles that help the body perform specific physical activities.
PE.K.L.4.2:	Identify that the heart beats faster during more intense physical activity.
PE.K.L.4.3:	Identify activities that increase breathing and heart rate.
PE.K.L.4.4:	Identify a physiological sign of participating in physical activity.
PE.K.L.4.5:	Identify a benefit of flexibility.
PE.K.L.4.6:	Differentiate between healthy and unhealthy food choices.
PE.K.M.1.1:	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.2:	Strike objects using body parts forcefully.
PE.K.M.1.3:	Balance a lightweight object on a paddle/racket while moving.
PE.K.M.1.4:	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.
PE.K.M.1.5:	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6:	Participate in a variety of introductory water skills.
PE.K.M.1.7:	Catch a variety of self-tossed objects.
PE.K.M.1.8:	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9:	Throw a variety of objects forcefully using an overhand motion.
PE.K.M.1.10:	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.M.1.12:	Perform a variety of rolling actions.
PE.K.M.1.13:	Move in a variety of ways in relation to others.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.
PE.K.R.5.3:	Identify ways to treat others with respect during physical activity.
PE.K.R.6.1:	Identify physical activities that are enjoyable.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
HE.K.PHC.3.1:	Name situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:** *Clarification 1:* Instruction includes water safety, following school rules, and practicing good hygiene.
HE.K.PHC.3.4:	Define a personal health goal and how it relates to overall health. **Clarifications:** *Clarification 1:* Instruction includes importance of goals.
HE.K.R.1.1:	Define and give examples of kindness and caring.
HE.K.R.1.2:	Demonstrate the ability to take turns and share with others.
HE.K.R.1.3:	Describe ways to show respect to others.
HE.K.R.2.1:	Identify healthy choices that affect personal wellness.
HE.K.R.2.2:	Demonstrate the ability to follow rules and directions.
HE.K.R.2.3:	Discuss the value of goal setting.
HE.K.R.2.5:	Identify personal strengths and actions individuals can do independently. **Clarifications:**

	Clarification 1: Instruction includes social strengths including listening, sharing, adapting, empathy, showing courage, and leadership.
HE.K.R.4.1:	Identify when help is needed and who to ask for help.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.
	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.
	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.
	Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	Clarifications:

	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.
	Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.
	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.
	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5015020

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

Abbreviated Title: PHYSICAL EDUCATION K

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): K

Physical Education - Grade 1 (#5015030) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.1.C.2.1:	Identify the critical elements of locomotor skills.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities.
PE.1.C.2.3:	Identify technology that can be utilized to enhance physical activity.
PE.1.C.2.4:	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.
PE.1.C.2.5:	Recognize the importance of practicing to improve performance.
PE.1.C.2.6:	Use skill cues to improve performance.
PE.1.C.2.7:	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.
PE.1.C.2.8:	Identify movement concepts.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises.
PE.1.L.3.1:	Identify a moderate physical activity.
PE.1.L.3.2:	Identify a vigorous physical activity.
PE.1.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.1.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.1.L.3.5:	Set physical-activity goals.
PE.1.L.3.6:	Identify the health benefits of physical activity.
PE.1.L.3.7:	Identify edges, pedestrians, vehicles and traffic.
PE.1.L.4.1:	Identify a benefit of strengthening muscles.
PE.1.L.4.2:	Identify the components of health-related physical fitness.
PE.1.L.4.3:	Identify the changes in heart rate before, during and after physical activity.
PE.1.L.4.4:	Identify the difference in the activity of the heart during rest and while physically active.
PE.1.L.4.5:	Discuss the physiological signs of physical activity.
PE.1.L.4.6:	Identify how to properly flex and extend body parts to promote flexibility.
PE.1.L.4.7:	Identify the food groups.
PE.1.M.1.1:	Travel using various locomotor skills while changing directions, pathways and speeds.
PE.1.M.1.2:	Strike an object upward using body parts.
PE.1.M.1.3:	Strike a lightweight object upward continuously using a paddle/racket.
PE.1.M.1.4:	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.
PE.1.M.1.5:	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6:	Demonstrate a variety of basic water skills.
PE.1.M.1.7:	Move in different directions to catch a variety of self-tossed objects.
PE.1.M.1.8:	Demonstrate an underhand-throwing motion for accuracy using correct technique.
PE.1.M.1.9:	Demonstrate an overhand-throwing motion for distance using correct technique.
PE.1.M.1.10:	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
PE.1.M.1.11:	Demonstrate a sequence of a balance, a roll and a different balance.
PE.1.M.1.12:	Demonstrate the ability to take weight onto hands.
PE.1.M.1.13:	Chase, flee and dodge to avoid or catch others.
PE.1.M.1.14:	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.
PE.1.R.5.1:	List a benefit resulting from cooperation and sharing during physical activity.
PE.1.R.5.2:	Use physical-activity space safely and properly.
PE.1.R.5.3:	Demonstrate consideration of others while participating in physical activity.
PE.1.R.6.1:	Identify physical-activity preferences.
PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
HE.1.CEH.1.2:	Understand ways to prevent common communicable diseases in the community. **Clarifications:** *Clarification 1:* Instruction focuses on personal hygiene to include washing hands, covering mouth to cough and sneeze, and not sharing food or utensils.
HE.1.CEH.4.1:	Help others to make positive health choices. **Clarifications:** *Clarification 1:* Instruction includes following rules. *Clarification 2:* Instruction includes selecting healthy foods. *Clarification 3:* Instruction includes participating in physical activities.
HE.1.PHC.3.1:	Describe situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:** *Clarification 1:* Instruction includes crossing a street and participating in water activities.

HE.1.PHC.3.2:	Identify healthy options to personal health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as wearing a bicycle helmet or water flotation devices. *Clarification 2:* Instruction includes reporting danger or unsafe activities to a trusted adult.
HE.1.R.1.1:	Discuss ways to respect personal property and personal space of others.
HE.1.R.1.3:	Identify the benefits of sharing and cooperation.
HE.1.R.1.5:	Identify strategies to overcome a challenge.
HE.1.R.2.2:	Establish a short-term goal as a class and take action toward achieving the goal.
HE.1.R.2.3:	Identify the characteristics of a responsible decision maker.
HE.1.R.2.4:	Describe how individual actions can affect others. **Clarifications:** *Clarification 1:* Instruction includes sad, mad, happy, excited, and worried.
HE.1.R.2.5:	Identify strategies to discover and demonstrate personal strengths. **Clarifications:** *Clarification 1:* Instruction includes sense of pride, working toward intrinsic motivation, and experiencing a sense of accomplishment.
HE.1.R.2.6:	Identify healthy ways to express needs and wants. **Clarifications:** *Clarification 1:* Instruction includes asking for assistance from a trusted adult.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the

	girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5015030	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Physical Education > **SubSubject:** General >
	Abbreviated Title: PHYSICAL EDUCATION 1
	Course Length: Year (Y)
Course Type: Elective Course	**Course Level:** 2

Course Status: Draft - State Board Approval Pending
Grade Level(s): 1

Physical Education - Grade 2 (#5015040) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.2.C.2.1:	Describe the critical elements of locomotor skills.
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities.
PE.2.C.2.3:	Utilize technology to enhance experiences in physical education.
PE.2.C.2.4:	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.2.5:	Explain how appropriate practice improves the performance of movement skills.
PE.2.C.2.6:	Apply teacher feedback to effect change in performance.
PE.2.C.2.7:	Describe movement concepts.
PE.2.C.2.8:	Explain the importance of warm-up and cool-down activities.
PE.2.C.2.9:	Define offense and defense.
PE.2.L.3.1:	Identify a moderate physical activity.
PE.2.L.3.2:	Identify a vigorous physical activity.
PE.2.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.2.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.2.L.3.5:	Set and meet physical-activity goals.
PE.2.L.3.6:	Identify how opportunities for participation in physical activities change during the seasons.
PE.2.L.3.7:	Identify healthful benefits that result from regular participation in physical activity.
PE.2.L.3.8:	Identify the proper crossing sequence.
PE.2.L.4.1:	Identify how muscular strength and endurance enhances performance in physical activities.
PE.2.L.4.2:	Discuss the components of health-related physical fitness.
PE.2.L.4.3:	Identify that a stronger heart muscle can pump more blood with each beat.
PE.2.L.4.4:	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
PE.2.L.4.5:	Identify the physiological signs of moderate to vigorous physical activity.
PE.2.L.4.6:	Identify benefits of participation in informal physical fitness assessment.
PE.2.L.4.7:	Identify appropriate stretching exercises.
PE.2.L.4.8:	Categorize food into food groups.
PE.2.M.1.1:	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.2:	Strike an object continuously using body parts both upward and downward.
PE.2.M.1.3:	Strike an object continuously using a paddle/racket both upward and downward.
PE.2.M.1.4:	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
PE.2.M.1.5:	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
PE.2.M.1.6:	Perform a variety of fundamental aquatics skills.
PE.2.M.1.7:	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
PE.2.M.1.8:	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.
PE.2.M.1.9:	Perform one folk or line dance accurately.
PE.2.M.1.10:	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
PE.2.M.1.11:	Perform at least one skill that requires the transfer of weight to hands.
PE.2.M.1.12:	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
PE.2.R.5.1:	Identify ways to cooperate with others regardless of personal differences during physical activity.
PE.2.R.5.2:	List ways to safely handle physical-activity equipment.
PE.2.R.5.3:	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
PE.2.R.5.4:	Identify ways to successfully resolve conflicts with others.
PE.2.R.6.1:	Identify ways to use physical activity to express feeling.
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

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

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

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

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

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

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	• Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.2.PHC.1.2:	Describe ways you can prevent personal injuries. **Clarifications:** *Clarification 1:* Instruction includes safety practices such as water safety, pedestrian safety, and bicycle safety. *Clarification 2:* Instruction includes recognizing abusive behaviors.
HE.2.PHC.2.1:	Describe how outside influences, family, and friends can influence personal health decisions. **Clarifications:** *Clarification 1:* Instruction includes consistent home safety rules. *Clarification 2:* Instruction includes telling the truth and treating others with respect.
HE.2.R.2.2:	Identify personal goals and strategies to achieve those goals.
HE.2.R.2.3:	Demonstrate healthy ways to express needs, wants, and listening skills. **Clarifications:** *Clarification 1:* Instruction includes paying attention, making eye contact, asking for help, etc.

HE.2.R.2.4:	Identify personal strengths and areas for improvement.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5015040

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

Abbreviated Title: PHYSICAL EDUCATION 2

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 2

Physical Education - Grade 3 (#5015050) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.3.C.2.1:	Identify the importance of purposeful movement and its impact on quality of performance.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities.
PE.3.C.2.3:	Understand that technology can be utilized to gather information about performance.
PE.3.C.2.4:	Identify and explain different items that can be used for assisting in a water-related emergency.
PE.3.C.2.5:	Explain how appropriate practice improves performance of movement skills.
PE.3.C.2.6:	Analyze peer performance and provide feedback.
PE.3.C.2.7:	Identify the reasons for warm-up and cool-down activities.
PE.3.C.2.8:	Describe basic offensive and defensive tactics.
PE.3.L.3.1:	Identify a moderate physical activity.
PE.3.L.3.2:	Identify a vigorous physical activity.
PE.3.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.3.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.3.L.3.5:	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
PE.3.L.3.6:	Identify lifestyle changes that can be made to increase the level of physical activity.
PE.3.L.3.7:	Differentiate between the correct and incorrect way to fit a bicycle helmet.
PE.3.L.4.1:	Describe how muscular strength and endurance enhances performance in physical activities.
PE.3.L.4.2:	Describe the relationship between the heart and lungs during physical activity.
PE.3.L.4.3:	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
PE.3.L.4.4:	Match physical fitness assessment events to the associated fitness component.
PE.3.L.4.5:	Identify formal and informal physical fitness assessments.
PE.3.L.4.6:	Identify ways to safely stretch major muscle groups.
PE.3.L.4.7:	Read food labels for specific nutrition facts.
PE.3.L.4.8:	Identify the principles of physical fitness.
PE.3.L.4.9:	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
PE.3.L.4.10:	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.M.1.1:	Apply locomotor skills in a variety of movement settings.
PE.3.M.1.2:	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
PE.3.M.1.3:	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.3.M.1.4:	Strike both moving and stationary objects using a long-handled implement.
PE.3.M.1.5:	Maintain control while dribbling with hands or feet against a defender.
PE.3.M.1.6:	Demonstrate a combination of basic swim skills.
PE.3.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8:	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
PE.3.M.1.9:	Perform a teacher-designed sequence using manipulatives.
PE.3.M.1.10:	Perform one dance accurately.
PE.3.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
PE.3.M.1.12:	Continuously jump a self-turned rope.
PE.3.R.5.1:	List ways to work cooperatively with peers of differing skill levels.
PE.3.R.5.2:	List ways to show respect for the views of a peer from a different cultural background.
PE.3.R.5.3:	Identify ways to take responsibility for his/her own behavior.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
PE.3.R.6.2:	Describe ways to appreciate the good physical performance of others.
PE.3.R.6.3:	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
HE.3.PHC.2.1:	Describe how outside influences, family, and friends can influence health behaviors. **Clarifications:** *Clarification 1:* Instruction includes family beliefs and traditions. *Clarification 2:* Instruction includes friends' beliefs and traditions.
HE.3.PHC.3.4:	Select a personal health goal and track progress toward achievement. **Clarifications:** *Clarification 1:* Instruction includes tracking daily physical activity or limiting media use.
HE.3.PHC.3.5:	Discuss healthy options to health-related issues or problems. **Clarifications:** *Clarification 1:* Instruction includes choosing healthy foods. *Clarification 2:* Instruction includes choosing safe environments and safe adults to trust.
	Identify skills needed when working with others.

HE.3.R.1.1:	**Clarifications:** *Clarification 1:* Instruction includes listening, cooperating, taking turns, and compromise.
HE.3.R.2.1:	Categorize resources used to achieve a personal goal.
HE.3.R.2.2:	Identify ways in which my decisions affect others.
HE.3.R.2.3:	Describe positive ways to deal with failure and learn from challenges.
HE.3.R.2.4:	Discuss how skills can be improved through hard work and perseverance.
HE.3.R.4.1:	Explain the importance of always taking ownership for personal actions.
HE.3.R.4.2:	Identify different solutions and potential outcomes when problems arise.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.

MA.K12.MTR.5.1:	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. **Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5015050

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

Abbreviated Title: PHYSICAL EDUCATION 3

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 3

Physical Education - Grade 4 (#5015060) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.4.C.2.1:	Understand the importance of purposeful movement in a variety of movement settings.
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.
PE.4.C.2.3:	Use technology to gather information about performance.
PE.4.C.2.4:	Understand the importance of protecting parts of the body from the harmful rays of the sun.
PE.4.C.2.5:	Detect errors in personal movement patterns.
PE.4.C.2.6:	Compare and discuss skills/sports that use similar movement patterns.
PE.4.C.2.7:	Identify proper warm-up and cool-down techniques and the reasons for using them.
PE.4.C.2.8:	Identify the importance of hydration before, during and after physical activity.
PE.4.C.2.9:	Identify basic offensive and defensive tactics for modified invasion and net activities.
PE.4.L.3.1:	Identify a moderate physical activity.
PE.4.L.3.2:	Identify a vigorous physical activity.
PE.4.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.4.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.4.L.3.5:	Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.3.6:	Discuss the importance of wearing a bicycle helmet.
PE.4.L.4.1:	Identify the muscles being strengthened during the performance of specific activities.
PE.4.L.4.2:	Identify several activities related to each component of physical fitness.
PE.4.L.4.3:	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
PE.4.L.4.4:	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
PE.4.L.4.5:	Identify ways to participate in formal and informal physical fitness assessment.
PE.4.L.4.6:	Identify how specific stretches increase flexibility and reduce the chance of injury.
PE.4.L.4.7:	Understand appropriate serving size.
PE.4.L.4.8:	Explain the principles of physical fitness.
PE.4.L.4.9:	Develop short- and long-term fitness goals.
PE.4.L.4.10:	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.M.1.1:	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
PE.4.M.1.2:	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.
PE.4.M.1.3:	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.4.M.1.4:	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.
PE.4.M.1.5:	Dribble and pass to a moving partner.
PE.4.M.1.6:	Perform a variety of swim strokes.
PE.4.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
PE.4.M.1.8:	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
PE.4.M.1.9:	Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
PE.4.M.1.10:	Perform two or more dances accurately.
PE.4.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.
PE.4.M.1.12:	Run and hurdle a succession of low- to medium-level obstacles.
PE.4.R.5.1:	Discuss the influence of individual differences on participation in physical activities.
PE.4.R.5.2:	List ways to encourage others while refraining from insulting/negative statements.
PE.4.R.5.3:	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.
PE.4.R.6.2:	Describe the connection between skill competence and enjoyment of physical activity.
PE.4.R.6.3:	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
HE.4.CEH.3.1:	Compare community resources available to prevent common childhood injuries and health problems.
HE.4.PHC.1.1:	Identify examples of mental and physical health. **Clarifications:** *Clarification 1:* Mental health: examples include healthy coping skills; self-regulating and self-soothing behaviors; ability to communicate needs, control impulses, and focus/refocusing on current tasks; showing empathy and compassion; listening skills, etc. *Clarification 2:* Physical health: examples include healthy eating behaviors; performing daily physical activity; personal hygiene care; and avoiding tobacco, alcohol, and other drugs.
HE.4.PHC.2.3:	Discuss how technology influences personal thoughts, feelings, and health behaviors. **Clarifications:** *Clarification 1:* Instruction includes the negative impacts of cyberbullying. *Clarification 2:* Instruction includes limiting screen time to less than two hours per day to prevent health risks such as sleep difficulties, mood problems, physical inactivity, and decreased learning opportunities.

HE.4.R.1.4:	Identify strategies to help persevere in difficult situations.
HE.4.R.2.1:	Discuss ways to take responsibility for one's actions.
HE.4.R.2.2:	Identify the value of making healthy choices for personal well-being.
HE.4.R.2.3:	Create a personal goal and track progress toward achievement.
HE.4.R.2.4:	Explain how attitudes and thoughts can influence your behavior.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

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

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5015060

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

Abbreviated Title: PHYSICAL EDUCATION 4

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Grade Level(s): 4

Physical Education - Grade 5 (#5015070) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.5.C.2.1:	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
PE.5.C.2.2:	Design or modify a game incorporating skills, rules and strategies.
PE.5.C.2.3:	Apply feedback gathered from the use of technology to assess and enhance performance.
PE.5.C.2.4:	Identify the different types of basic water- rescue techniques, using various types of items.
PE.5.C.2.5:	Detect, analyze and correct errors in personal movement patterns.
PE.5.C.2.6:	Compare and contrast skills/sports that use similar movement patterns and concepts.
PE.5.C.2.7:	Identify basic practice and conditioning principles that enhance performance.
PE.5.C.2.8:	Categorize basic offensive and defensive tactics for modified invasion and net activities.
PE.5.L.3.1:	Identify a moderate physical activity.
PE.5.L.3.2:	Identify a vigorous physical activity.
PE.5.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.5.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.5.L.3.5:	Formulate a plan to increase the amount of time spent in physical activity.
PE.5.L.3.6:	Discuss lifestyle behaviors that can be made to increase physical activity.
PE.5.L.3.7:	Use technology to enhance regular participation in physical activities.
PE.5.L.3.8:	Discuss the importance of being visible, being predictable and communicating when cycling.
PE.5.L.4.1:	Differentiate between muscular strength and muscular endurance.
PE.5.L.4.2:	Identify activities that develop and maintain each component of physical fitness.
PE.5.L.4.3:	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
PE.5.L.4.4:	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
PE.5.L.4.5:	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.4.6:	Plan a menu for a balanced meal.
PE.5.L.4.7:	Apply the principles of physical fitness to exercise.
PE.5.L.4.8:	Evaluate progress toward short- and long-term fitness goals.
PE.5.L.4.9:	Explain how technology can assist in the pursuit of physical fitness.
PE.5.M.1.1:	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.
PE.5.M.1.2:	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.
PE.5.M.1.3:	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.5.M.1.4:	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.
PE.5.M.1.5:	Apply dribbling skills in modified games, focusing on offensive strategies.
PE.5.M.1.6:	Demonstrate proficiency in one or more swim strokes.
PE.5.M.1.7:	Catch a variety of objects while traveling and being defended.
PE.5.M.1.8:	Throw a leading pass overhand to a moving partner using a variety of objects.
PE.5.M.1.9:	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
PE.5.M.1.10:	Perform a variety of dances accurately.
PE.5.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.
PE.5.R.5.1:	Describe a benefit of working productively with a partner to improve performance.
PE.5.R.5.2:	Describe ways to utilize equipment safely during physical activities.
PE.5.R.5.3:	Describe the influence of individual differences on participation in physical activities.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
PE.5.R.6.2:	Explain the benefits of physical activity.
PE.5.R.6.3:	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.
HE.5.CH.1.3:	Recognize appropriate health care products and services in the community. **Clarifications:** *Clarification 1:* Instruction includes seeking counseling or healthcare for individual needs.
HE.5.PHC.2.2:	Explain ways a safe, healthy home and school environment promote personal health. **Clarifications:** *Clarification 1:* Instruction includes having a smoke-free home environment. *Clarification 2:* Instruction includes having a clean/orderly environment with rules.
HE.5.PHC.3.2:	Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks. **Clarifications:** *Clarification 1:* Instruction includes reporting bullying and resolving conflicts with peers. *Clarification 2:* Instruction includes using safety equipment and gear.

HE.5.R.1.1:	Discuss how to work together to achieve a positive outcome.
HE.5.R.1.2:	Identify how to communicate effectively within a group.
HE.5.R.2.1:	Describe the importance of having the courage to the do the right thing even when it is difficult.
HE.5.R.2.2:	Discuss how responsible decision-making affects personal well-being.
HE.5.R.2.3:	Select reliable resources that would assist in achieving a personal goal.
HE.5.R.2.4:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.
HE.5.R.2.5:	Explain how attitudes and thoughts can influence your behavior and affect others.
HE.5.R.2.6:	Demonstrate how to positively respond to external influences. **Clarifications:** *Clarification 1:* Instruction includes social media, television, music, and peers.
HE.5.R.3.1:	Identify leadership skills that encourage and empower others.
HE.5.R.4.1:	Apply organizational strategies that support completing multiple tasks efficiently.
HE.5.R.4.2:	Identify successful strategies for adjusting to change and setbacks. **Clarifications:** *Clarification 1:* Instruction includes coping, grit, and new learning opportunities.
HE.5.R.4.3:	Compare conflict resolution methods to identify potential solutions. **Clarifications:** *Clarification 1:* Methods include negotiation, give and take, and analyze pros and cons.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the

	girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5015070	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Physical Education > **SubSubject:** General >
	Abbreviated Title: PHYSICAL EDUCATION 5
	Course Length: Year (Y)
Course Type: Elective Course	**Course Level:** 2

Course Status: Draft - State Board Approval Pending
Grade Level(s): 5

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

Course Standards

Name	Description
PE.6.C.2.2:	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.
PE.6.C.2.6:	Classify activities as aerobic or anaerobic.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.10:	Design and perform different group dance and rhythm sequences that incorporate equipment.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.6.R.5.3:	Demonstrate responsible behaviors during physical activities.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.7.C.2.1:	Identify the basic rules for team sports.
PE.7.C.2.2:	Identify the basic rules for outdoor pursuits/aquatics.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1500000

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

Abbreviated Title: M/J ADAP PE IEP/504

Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 6,7,8

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

Course Standards

Name	Description
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 1500220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** Adaptive >
Abbreviated Title: M/J PHYS ED TRAN
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 6,7,8

Course Level: 2

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

General Course Information and Notes

GENERAL NOTES

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1501130

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

Abbreviated Title: M/J IB MYP COMP PE 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

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

General Course Information and Notes

GENERAL NOTES

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1501131

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

Abbreviated Title: M/J IB MYP COMP PE 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

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

General Course Information and Notes

GENERAL NOTES

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1501132

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

Abbreviated Title: M/J IB MYP COMP PE 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

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

General Course Information and Notes

VERSION DESCRIPTION

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1501133

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

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

Course Length: Semester (S)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

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

General Course Information and Notes

VERSION DESCRIPTION

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1501134

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

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

Course Length: Semester (S)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

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

General Course Information and Notes

VERSION DESCRIPTION

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1501135

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

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

Course Length: Semester (S)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

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

General Course Information and Notes

VERSION DESCRIPTION

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1501140

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** General >
Abbreviated Title: M/J PE CAMB LOWERSEC
Course Length: Year (Y)
Course Attributes:
- Advanced International Certificate of Education (AICE)

Course Level: 3

Course Status: Course Approved
Grade Level(s): 6,7,8

M/J Fitness - Grade 6 (#1508000) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.6.C.2.1:	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.
PE.6.C.2.2:	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles.
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity.
PE.6.C.2.5:	Describe the training principles of overload, progression and specificity.
PE.6.C.2.6:	Classify activities as aerobic or anaerobic.
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.2.8:	List methods of monitoring intensity level during aerobic activity.
PE.6.C.2.9:	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
PE.6.C.2.10:	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.6.R.5.3:	Demonstrate responsible behaviors during physical activities.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities.
HE.6.CH.3.1:	Examine the validity of health information and determine the cost benefit of health products and services. **Clarifications:** *Clarification 1:* Instruction includes determining criteria function, directions for use, competence of providers, and costs.
HE.6.PHC.1.3:	Examine the importance of assuming responsibility for personal reproductive health behaviors. **Clarifications:** *Clarification 1:* Instruction includes hygiene, physical activity, nutrition, and medical/dental checkups. *Clarification 2:* Instruction includes resisting peer pressure and developing healthy relationships.
HE.6.PHC.3.4:	Use various methods to measure personal health status. **Clarifications:** *Clarification 1:* Instruction includes body composition, surveys, heart-rate monitors, pedometer, blood pressure cuff, and other clinical measurements. *Clarification 2:* Instruction includes stress-management techniques, such as breathing exercises and journaling.
HE.68.R.2.2:	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68.R.2.3:	Describe the importance of following school and community laws and rules.
HE.68.R.2.4:	Monitor progress toward attaining a personal goal.
HE.68.R.2.5:	Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.
	Identify strategies to manage challenges and setbacks.

HE.68.R.2.8:	**Clarifications:** *Clarification 1:* Instruction includes time management, setting boundaries, setting realistic goals, and self-care.
HE.68.R.2.9:	Identify healthy responses to negative peer pressure.
HE.68.R.4.1:	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68.SUA.1.1:	Demonstrate responsible decision-making about the use of substances. **Clarifications:** *Clarification 1:* Instruction includes decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.
HE.68.SUA.2.1:	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.2.2:	Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
HE.68.SUA.3.1:	Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs. **Clarifications:** *Clarification 1:* Instruction includes tobacco, marijuana/THC, prescription drugs, and illicit drugs such as fentanyl, cocaine, heroin, methamphetamines.
HE.68.SUA.3.2:	Identify how to find and access school and community resources related to alcohol misuse and/or abuse. **Clarifications:** *Clarification 1:* Instruction includes seeking help for self or others through school and community-based resources.
HE.68.SUA.4.2:	Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.
HE.68.SUA.5.1:	Work cooperatively with peers to advocate for others to remain alcohol and drug free. **Clarifications:** *Clarification 1:* Instruction includes tobacco, vaping, marijuana/THC, prescription drugs, and illicit drugs.
HE.68.SUA.5.2:	Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508000	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** General >

Abbreviated Title: M/J FITNESS GRADE 6
Course Length: Semester (S)
Course Type: Elective Course
Course Level: 2
Course Status: Draft - State Board Approval Pending

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

Course Standards

Name	Description
PE.6.C.2.12:	List the components of skill-related fitness.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.C.2.15:	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.
PE.6.C.2.16:	Evaluate the movement performance of others.
PE.6.C.2.17:	Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.
PE.6.C.2.18:	List and describe the risks and safety procedures in gymnastics and dance.
PE.6.C.2.19:	Recognize the relationship between music and dance or gymnastics skills.
PE.6.C.2.20:	Know how improvisation is used to create movements for choreography.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
PE.6.M.1.7:	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.
PE.6.M.1.8:	Perform complex dance sequences from a variety of dances accurately and with correct technique.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.10:	Design and perform different group dance and rhythm sequences that incorporate equipment.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices.
PE.6.M.1.13:	Use technology to assess, enhance and maintain motor skill performance.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.6.R.5.3:	Demonstrate responsible behaviors during physical activities.
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.

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

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

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:	efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.6.C.2.7 **(Archived Standard):**	Investigate cultural changes related to health beliefs and behaviors.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Special Notes: Instructional Practices

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508010

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

Course Status: State Board Approved
Grade Level(s): 6,7,8

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

Course Standards

Name	Description
PE.7.C.2.1:	Identify the basic rules for team sports.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.L.3.3:	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.2.6 **(Archived Standard):**	Evaluate the influence of technology in locating valid health information.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Instructional Practices

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508020

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

Abbreviated Title: M/J TEAM SPORTS GRD7

Course Length: Semester (S)

Course Level: 2

Course Status: State Board Approved

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

Course Standards

Name	Description
PE.7.C.2.2:	Identify the basic rules for outdoor pursuits/aquatics.
PE.7.C.2.4:	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
PE.7.C.2.5:	Identify and explain different types of safety equipment and practices relating to water activities.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.L.3.3:	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
PE.7.M.1.4:	Demonstrate introductory outdoor pursuits skills.
PE.7.M.1.5:	Perform aquatics activities to improve or maintain health-related fitness.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations.

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

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.8 **(Archived Standard):**	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Instructional Practices

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** General >
Abbreviated Title: M/J OUTDR PRSTS GRD7
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved

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

Course Standards

Name	Description
PE.8.C.2.2:	Identify basic rules for alternative/extreme sports activities.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor and improve individual motor skills.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	Demonstrate sportsmanship during game situations.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

	• Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.8.B.5.5 **(Archived Standard):**	Evaluate the outcomes of a health-related decision.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Instructional Practices

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

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

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Physical Education > **SubSubject:** General >
Abbreviated Title: M/J EXTRME SPRTS GD8
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved

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

(current)

Course Standards

Name	Description
PE.8.C.2.1:	Identify basic rules for individual/dual sports.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor and improve individual motor skills.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	Demonstrate sportsmanship during game situations.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

	• Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.8.C.2.9 **(Archived Standard):**	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508050

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

Abbreviated Title: M/J IND/DUAL SPT GD8

Course Length: Semester (S)

Course Level: 2

Course Status: State Board Approved

M/J Comprehensive Physical Education Grade 6/7 (#1508060) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles.
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity.
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
PE.6.M.1.7:	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices.
PE.6.M.1.13:	Use technology to assess, enhance and maintain motor skill performance.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.6.2:	Identify the potential benefits of participation in a variety of physical activities.
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.7.C.2.1:	Identify the basic rules for team sports.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.4:	Demonstrate introductory outdoor pursuits skills.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities.
HE.68.R.1.1:	Demonstrate the ability to respond with empathy in a variety of contexts and situations. **Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.2.2:	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68.R.2.3:	Describe the importance of following school and community laws and rules.
HE.68.R.2.4:	Monitor progress toward attaining a personal goal.

HE.68.R.2.8:	Identify strategies to manage challenges and setbacks. **Clarifications:** *Clarification 1:* Instruction includes time management, setting boundaries, setting realistic goals, and self-care.
HE.68.R.2.9:	Identify healthy responses to negative peer pressure.
HE.68.R.4.1:	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68.SUA.1.1:	Demonstrate responsible decision-making about the use of substances. **Clarifications:** *Clarification 1:* Instruction includes decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.
HE.68.SUA.1.2:	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
HE.68.SUA.1.7:	Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids. **Clarifications:** *Clarification 1:* Instruction includes short- and long-term effects of prescription drug use on an individual's health.
HE.68.SUA.2.1:	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.3.2:	Identify how to find and access school and community resources related to alcohol misuse and/or abuse. **Clarifications:** *Clarification 1:* Instruction includes seeking help for self or others through school and community-based resources.
HE.68.SUA.3.3:	Differentiate between marijuana/THC myths and facts. **Clarifications:** *Clarification 1:* Instruction includes comparing perceived norms with actual prevalence of marijuana/THC use.
HE.68.SUA.4.1:	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use. **Clarifications:** *Clarification 1:* Instruction includes not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.
HE.68.SUA.5.1:	Work cooperatively with peers to advocate for others to remain alcohol and drug free. **Clarifications:** *Clarification 1:* Instruction includes tobacco, vaping, marijuana/THC, prescription drugs, and illicit drugs.
HE.68.SUA.5.3:	Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors. **Clarifications:** *Clarification 1:* Instruction includes academic success, goals, and achievements.
HE.7.CEH.4.2:	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.PHC.3.6:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes journaling, daily checklists, and rewarding milestones. *Clarification 2:* Instruction includes use of pedometers, monitoring healthy food intake, and identification of groups for support.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508060

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

Abbreviated Title: M/J COMPRE PE GR6/7

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

M/J Comprehensive Physical Education Grade 7/8 (#1508070) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.7.M.1.1:	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.3:	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance.
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities.
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.4:	Explain basic offensive and defensive strategies in alternative/extreme sports activities.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	Demonstrate sportsmanship during game situations.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
HE.68.R.1.1:	Demonstrate the ability to respond with empathy in a variety of contexts and situations. **Clarifications:** *Clarification 1:* Instruction includes identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.68.R.2.2:	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68.R.2.3:	Describe the importance of following school and community laws and rules.
HE.68.R.2.4:	Monitor progress toward attaining a personal goal.
HE.68.R.2.8:	Identify strategies to manage challenges and setbacks. **Clarifications:** *Clarification 1:* Instruction includes time management, setting boundaries, setting realistic goals, and self-care.

HE.68.R.2.9:	Identify healthy responses to negative peer pressure.
HE.68.R.4.1:	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68.SUA.1.1:	Demonstrate responsible decision-making about the use of substances. **Clarifications:** *Clarification 1:* Instruction includes decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.
HE.68.SUA.1.2:	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
HE.68.SUA.1.7:	Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids. **Clarifications:** *Clarification 1:* Instruction includes short- and long-term effects of prescription drug use on an individual's health.
HE.68.SUA.2.1:	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.3.2:	Identify how to find and access school and community resources related to alcohol misuse and/or abuse. **Clarifications:** *Clarification 1:* Instruction includes seeking help for self or others through school and community-based resources.
HE.68.SUA.3.3:	Differentiate between marijuana/THC myths and facts. **Clarifications:** *Clarification 1:* Instruction includes comparing perceived norms with actual prevalence of marijuana/THC use.
HE.68.SUA.4.1:	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use. **Clarifications:** *Clarification 1:* Instruction includes not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.
HE.68.SUA.5.1:	Work cooperatively with peers to advocate for others to remain alcohol and drug free. **Clarifications:** *Clarification 1:* Instruction includes tobacco, vaping, marijuana/THC, prescription drugs, and illicit drugs.
HE.68.SUA.5.3:	Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors. **Clarifications:** *Clarification 1:* Instruction includes academic success, goals, and achievements.
HE.8.PHC.1.2:	Identify major chronic diseases that impact human body systems. **Clarifications:** *Clarification 1:* Instruction includes cancer, hypertension and coronary artery disease, asthma, and diabetes.
HE.8.PHC.3.7:	Design an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** *Clarification 1:* Instruction includes physical activity, eating habits, and sleep habits.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

ELA.K12.EE.1.1:	from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

GENERAL NOTES

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508070

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

Abbreviated Title: M/J COMPRE PE GR7/8

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - State Board Approval Pending

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

Course Standards

Name	Description
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.8.L.4.6:	Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor and improve individual motor skills.
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.8.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities.
HE.8.B.4.1 **(Archived Standard):**	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.4.3 **(Archived Standard):**	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.5.2 **(Archived Standard):**	Categorize healthy and unhealthy alternatives to health-related issues or problems.
HE.8.B.5.3 **(Archived Standard):**	Compile the potential outcomes of each option when making a health-related decision.
HE.8.B.5.5 **(Archived Standard):**	Evaluate the outcomes of a health-related decision.
HE.8.B.6.2 **(Archived Standard):**	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.B.6.3 **(Archived Standard):**	Apply strategies and skills needed to attain a personal health goal.
HE.8.B.6.4 **(Archived Standard):**	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.C.1.2 **(Archived Standard):**	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.4 **(Archived Standard):**	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.8 **(Archived Standard):**	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.2.2 **(Archived Standard):**	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.3 **(Archived Standard):**	Analyze how the school and community may influence adolescent health.
HE.8.C.2.6 **(Archived Standard):**	Analyze the influence of technology on personal and family health.
HE.8.C.2.8 **(Archived Standard):**	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.9 **(Archived Standard):**	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.P.7.1 **(Archived Standard):**	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.

HE.8.P.7.2 **(Archived Standard):**	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.8.1 **(Archived Standard):**	Promote positive health choices with the influence and support of others.
HE.8.P.8.3 **(Archived Standard):**	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

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

General Course Information and Notes

VERSION DESCRIPTION

This semester-long Wellness Education course is designed for 8th grade students, the purpose of which is to further develop the knowledge, skills and values to enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integral approach.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1508080

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

Abbreviated Title: M/J WELLNESS ED GR 8

Course Length: Semester (S)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 8

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

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1500410

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

Course Type: Course Waiver
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1500420

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

Course Type: Course Waiver
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1500440

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

Course Type: Course Waiver
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1500445

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

Course Type: Course Waiver
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1500450

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

Course Type: Course Waiver
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1500460

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

Course Type: Course Waiver
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1500480

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

Course Type: Course Waiver
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

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

GENERAL INFORMATION

Course Number: 1500990

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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

Personal Fitness (#1501300) 2024 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
HE.912.CEH.2.4:	Evaluate how environment and community health are interrelated. **Clarifications:** *Clarification 1:* Instruction includes food options with a community. *Clarification 2:* Instruction includes access to services and healthcare. *Clarification 3:* Instruction includes disaster preparedness and weather, air, and water conditions.
HE.912.PHC.1.3:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** *Clarification 1:* Instruction includes food choices, media use, lifestyle choices, stress management, and the individual responsibility for health protection.
HE.912.PHC.2.1:	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices. **Clarifications:** *Clarification 1:* Instruction includes body image, dietary habits, cyberbullying, and online support presence. *Clarification 2:* Instruction includes prevention of human trafficking by maintaining personal security. *Clarification 3:* Instruction includes identification of predatory behavior on the internet.
HE.912.PHC.2.3:	Analyze how friends and peers influence the health of individuals. **Clarifications:** *Clarification 1:* Instruction includes impact of peer relationships on health decisions and behaviors.
HE.912.PHC.2.6:	Predict how healthy behaviors can affect health status.
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health. **Clarifications:** *Clarification 1:* Instruction includes lifestyle choices to include substance use and abuse, a healthy diet, physical activity, and abstinence from

HE.912.PHC.3.10:	sexual behavior. *Clarification 2:* Instruction includes riding in a car with impaired drivers. *Clarification 3:* Instruction includes seeking and maintaining healthy relationships. *Clarification 4:* Instruction includes seeking services for physical and mental health when needed.
HE.912.PHC.4.2:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** *Clarification 1:* Instruction includes safe driving practices, not entering restricted territory, and additional safety practices. *Clarification 2:* Instruction includes refusal skills and healthy relationship skills.
HE.912.R.2.3:	Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.
HE.912.R.2.4:	Implement strategies and monitor progress in achieving a personal goal.
HE.912.R.2.5:	Formulate an effective long-term plan to include all dimensions of wellness.
HE.912.R.4.1:	Analyze the importance of character and grit to achieve successful outcomes.
HE.912.SUA.1.7:	Differentiate between the three major categories of prescription drugs and describe the purposes and side effects. **Clarifications:** *Clarification 1:* Instruction includes opioids, stimulants, and depressants.
HE.912.SUA.1.9:	Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs. **Clarifications:** *Clarification 1:* Instruction includes physical, mental, social, performance, and legal consequences.
HE.912.SUA.1.10:	Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping. **Clarifications:** *Clarification 1:* Instruction includes psychological consequences such as anxiety and depression. *Clarification 2:* Instruction includes financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.
HE.912.SUA.2.2:	Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping. **Clarifications:** *Clarification 1:* Instruction includes perceptions of norms, media advertising, and portrayals in media. *Clarification 2:* Instruction includes tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.
HE.912.SUA.3.1:	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse. **Clarifications:** *Clarification 1:* Instruction includes immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.5.1:	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs. **Clarifications:** *Clarification 1:* Instruction includes asking family, guardians, caregivers, teachers, and school counselors.
HE.912.SUA.5.2:	Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations.

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

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide the knowledge and skills necessary for students to become healthy and physically active for a lifetime. This course addresses both the health and skills-based components of physical fitness, which are critical for students' success.

In addition to the physical education content, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Resiliency Education

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1501300

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

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

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

Graduation Requirement: Physical Education

Educator Certifications

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

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

General Course Information and Notes

GENERAL NOTES

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

GENERAL INFORMATION

Course Number: 1501305

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

Abbreviated Title: IB MYP PE

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:	• Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1501310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: FIT LIFST DESIGN
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

ELA.K12.EE.1.1:	from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1501320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: FIT ISSUES FOR ADOL
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.3:	Analyze the movement performance of self and others.
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
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 sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
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.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1501340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: WEIGHT TRAIN 1

Course Length: Semester (S)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
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.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1501350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: WEIGHT TRAIN 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
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.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1501360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: WEIGHT TRAIN 3
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Personal Fitness Trainer (#1501380) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
SC.912.L.14.12:	Describe the anatomy and histology of bone tissue.
SC.912.L.14.16:	Describe the anatomy and histology, including ultrastructure, of muscle tissue.
SC.912.L.14.17:	List the steps involved in the sliding filament of muscle contraction.
SC.912.L.14.19:	Explain the physiology of skeletal muscle.
SC.912.L.14.20:	Identify the major muscles of the human on a model or diagram.
SC.912.L.14.24:	Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse.
SC.912.L.14.36:	Describe the factors affecting blood flow through the cardiovascular system.
SC.912.L.14.44:	Describe the physiology of the respiratory system including the mechanisms of ventilation, gas exchange, gas transport and the mechanisms that control the rate of ventilation.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

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

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

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

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

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

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

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

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

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

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.3.4 **(Archived Standard):**	Justify when professional health services or providers may be required.
HE.912.B.6.2 **(Archived Standard):**	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
HE.912.B.6.3 **(Archived Standard):**	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.C.1.4 **(Archived Standard):**	Propose strategies to reduce or prevent injuries and health problems.
HE.912.P.8.1 **(Archived Standard):**	Demonstrate how to influence and support others in making positive health choices.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1501380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: PERS FIT TRAINER
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

Physical Education (Elementary and Secondary Grades K-12)

Comprehensive Fitness (#1501390) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.4.1:	Design a personal fitness program.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
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.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

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

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

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

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

Cite evidence to explain and justify reasoning.

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

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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GENERAL INFORMATION

Course Number: 1501390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: COMPRE FIT
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.3:	Analyze the movement performance of self and others.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
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.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

GENERAL INFORMATION

Course Number: 1501410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: POWER WEIGHT TRAIN 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

General Course Information and Notes

GENERAL NOTES

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

GENERAL INFORMATION

Course Number: 1501810

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

Abbreviated Title: IB MYP PERS FIT

Course Length: Semester (S)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Physical Education

Educator Certifications

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

Gymnastics 1 (#1502300) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.18:	Demonstrate a variety of gymnastics skills with a level of control.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: GYMNASTICS 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Gymnastics 2 (#1502310) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
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.1.18:	Demonstrate a variety of gymnastics skills with a level of control.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.21:	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

	• Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: GYMNASTICS 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: PADB RACQB HANDBALL
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:**

	Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: INDIV/DUAL SPRTS 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

Physical Education (Grades 6-12)

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

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

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

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502420

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: INDIV/DUAL SPRTS 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
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.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

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

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

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

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

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502430

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: INDIV/DUAL SPRTS 3
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved

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

Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
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 sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.20:	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
PE.912.M.1.29:	Demonstrate proficiency in self-defense movement skills.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502460

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: SELF DEFENSE
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Recreational Activities (#1502470) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.1:	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 sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.28:	Apply strategies and tactics in a variety of outdoor pursuits.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502470

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: REC
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Outdoor Education (#1502480) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.11:	Demonstrate competency in two or more extreme sports activities.
PE.912.M.1.27:	Demonstrate proficiency in a variety of outdoor pursuit activities.
PE.912.M.1.28:	Apply strategies and tactics in a variety of outdoor pursuits.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

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

GENERAL INFORMATION

Course Number: 1502480

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: OUTDOOR ED
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Care and Prevention of Athletic Injuries (#1502490) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
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.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

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

OR

Licensed Athletic Trainer.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1502490

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

Abbreviated Title: CARE/PREV OF ATH INJ

Course Length: Semester (S)

Course Level: 2

Course Status: State Board Approved

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

Graduation Requirement: Physical Education

Educator Certifications

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

Sports Officiating (#1502500) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.

MA.K12.MTR.4.1:	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1502500

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: SPRTS OFFICIATING
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:	• Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: TRACK & FIELD
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Basketball (#1503310) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:**

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: BASKETBALL
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Graduation Requirement: Physical Education

Educator Certifications

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

Basketball 2 (#1503315) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:**

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

Content could include but not be limited to:

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

GENERAL NOTES

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1503315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: BASKETBALL 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Soccer (#1503320) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

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

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

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

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

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: SOCCER
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved

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

Graduation Requirement: Physical Education

Educator Certifications

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

Softball (#1503330) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

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

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

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

MA.K12.MTR.4.1:

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

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

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

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

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

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

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: SOFTBALL
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

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

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: TEAM SPRTS 1

Course Length: Semester (S)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Team Sports 2 (#1503360) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:	• Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503360	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education >

SubSubject: Team >
Abbreviated Title: TEAM SPRTS 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Aerobics 1 (#1503400) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

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

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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

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

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: AEROBICS 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Aerobics 2 (#1503410) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately.
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.1.14:	Utilize 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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations.

MA.K12.MTR.3.1:	• Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In

ELA.K12.EE.1.1:	3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: AEROBICS 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Aerobics 3 (#1503420) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.19:	Choreograph complex sequences individually, with a partner or in a small group.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately.
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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1503420

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Fitness >
Abbreviated Title: AEROBICS 3
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Golf 1 (#1504400) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

	• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1504400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: GOLF 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

Physical Education (Grades 6-12)

Swimming 1 (#1504460) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.1:	Demonstrate critical elements of basic skills relating to aquatics.
PE.912.M.1.2:	Demonstrate proficiency in combination of motor skills related to aquatics.
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods.

	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

American Red Cross Water Safety Instructor or equivalent.

GENERAL INFORMATION

Course Number: 1504460

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: SWIMMING 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Swimming 2 (#1504470) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.1:	Identify and describe the critical elements of a basic water rescue.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.1:	Demonstrate critical elements of basic skills relating to aquatics.
PE.912.M.1.2:	Demonstrate proficiency in combination of motor skills related to aquatics.
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.4:	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.
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.1.30:	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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.

	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide

	referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

American Red Cross Water Safety Instructor or equivalent.

GENERAL INFORMATION

Course Number: 1504470

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: SWIMMING 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Water Safety (#1504490) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.1:	Demonstrate critical elements of basic skills relating to aquatics.
PE.912.M.1.2:	Demonstrate proficiency in combination of motor skills related to aquatics.
PE.912.M.1.3:	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.4:	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

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

American Red Cross Water Safety Instructor or equivalent.

GENERAL INFORMATION

Course Number: 1504490

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: WATER SAFETY

Course Length: Semester (S)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Tennis 1 (#1504500) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

Clarifications:

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

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

MA.K12.MTR.5.1:

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

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

Clarifications:

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1504500

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: TENNIS 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

Physical Education (Grades 6-12)

Tennis 2 (#1504510) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1504510

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: TENNIS 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Tennis 3 (#1504520) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.26:	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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1504520

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: TENNIS 3
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Racquetball 1 (#1505430) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

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

MA.K12.MTR.5.1:

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

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

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1505430

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: RACQUETBALL 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

Physical Education (Grades 6-12)

Racquetball 2 (#1505440) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
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.1.32:	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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.

	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide

	referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 1505440

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: RACQUETBALL 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

Volleyball 1 (#1505500) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

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

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

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

Clarifications:

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

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

MA.K12.MTR.5.1:

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

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

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

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

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

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

Clarifications:

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1505500

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: VOLLEYBALL 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

Physical Education (Grades 6-12)

Volleyball 2 (#1505510) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.30:	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.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

Course Number: 1505510

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: VOLLEYBALL 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Volleyball 3 (#1505520) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.10:	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.26:	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.30:	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.
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PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
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	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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GENERAL INFORMATION

Course Number: 1505520

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >
Abbreviated Title: VOLLEYBALL 3
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Wrestling 1 (#1505550) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.** Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1505550

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: WRESTLING 1
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

Wrestling 2 (#1505560) 2022 - And Beyond (current)

Course Standards

Name	Description
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.24:	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
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.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
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MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
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	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
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ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
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GENERAL INFORMATION

Course Number: 1505560

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Individual and Dual >
Abbreviated Title: WRESTLING 2
Course Length: Semester (S)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Physical Education

Educator Certifications

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

HOPE-Physical Education Variation (#1506320) 2024 - And Beyond

(current)

Course Standards

Name	Description
HE.912.CEH.2.1:	Assess how the school and community can affect personal health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes impact of required health education and healthcare screenings. *Clarification 2:* Instruction includes enforcement of "no tolerance" policies related to violence. *Clarification 3:* Instruction includes automated external defibrillator availability and training.
HE.912.CEH.2.2:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.CEH.2.3:	Propose strategies to avoid risks on social media and the internet.
HE.912.CEH.2.6:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** *Clarification 1:* Instruction includes a variety of cultural dietary patterns, rites of passage, family roles, parenting styles, and ethics.
HE.912.CEH.2.7:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** *Clarification 1:* Instruction includes validating and analyzing perceptions of societal norms regarding drug use, violence, sexual activity, and teen-driving safety. *Clarification 2:* Instruction includes substance use and binge drinking due to peer pressure.
HE.912.CEH.2.8:	Evaluate how the social determinants of health impact a community's health, wellbeing, and quality of life. **Clarifications:** *Clarification 1:* Instruction includes how barriers affect community health outcomes.
HE.912.CEH.2.9:	Identify computer related laws and analyze their impact on internet safety.
HE.912.CEH.3.1:	Analyze community strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** *Clarification 1:* Instruction includes health prevention resources.
HE.912.CEH.3.2:	Propose community strategies to reduce or prevent injuries and health problems.
HE.912.CEH.3.6:	Design a campaign promoting health literacy that would result in a variety of positive health and quality of life outcomes.
HE.912.CEH.4.1:	Develop a resource that influences and supports others in making positive health choices.
HE.912.CEH.4.2:	Demonstrate leadership skills by advocating for personal, family, and community health.
HE.912.CH.1.2:	Describe resources or services that facilitate achieving personal health goals.
HE.912.PHC.1.3:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** *Clarification 1:* Instruction includes food choices, media use, lifestyle choices, stress management, and the individual responsibility for health protection.
HE.912.PHC.1.4:	Interpret the significance of interrelationships in mental and physical health. **Clarifications:** *Clarification 1:* Instruction includes interrelationships between mental and physical health and substance use and abuse behaviors. *Clarification 2:* Instruction includes the positive health impact of healthy relationships with friends and family. *Clarification 3:* Instruction includes correlation between body image and relationships with food. *Clarification 4:* Instruction includes correlation between stress and anger management and overall health.
HE.912.PHC.2.1:	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices. **Clarifications:** *Clarification 1:* Instruction includes body image, dietary habits, cyberbullying, and online support presence. *Clarification 2:* Instruction includes prevention of human trafficking by maintaining personal security. *Clarification 3:* Instruction includes identification of predatory behavior on the internet.
HE.912.PHC.2.3:	Analyze how friends and peers influence the health of individuals. **Clarifications:** *Clarification 1:* Instruction includes impact of peer relationships on health decisions and behaviors.
HE.912.PHC.2.4:	Analyze how family and culture influence the health of individuals. **Clarifications:**

	Clarification 1: Instruction includes impact of family and culture on health decisions and behaviors.
HE.912.PHC.2.5:	Analyze how heredity and family history can impact personal health. **Clarifications:** *Clarification 1:* Instruction includes genetic conditions such as substance abuse, family obesity, heart disease, and mental illness.
HE.912.PHC.2.7:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes social conformity, self-discipline, and impulse versus delayed gratification.
HE.912.PHC.2.9:	Analyze the impacts of technology and social media on popular culture and personal life. **Clarifications:** *Clarification 1:* Instruction includes impact of "influencers" and trends/challenges relating to mental and physical health. *Clarification 2:* Instruction includes how interactions such as "comments," "saves," "likes," and "shares" on social media can increase the release of dopamine in the brain, similar to other addictive behaviors.
HE.912.PHC.3.3:	Identify protective factors that help to mitigate the risks of suicide and mental health disorders. **Clarifications:** *Clarification 1:* Instruction includes how protective factors promote positive health and well-being.
HE.912.PHC.3.4:	Recognize the signs, symptoms and how to seek treatment or support for mental health disorders. **Clarifications:** *Clarification 1:* Instruction includes signs and symptoms of mental health disorders, such as dramatic changes to sleeping, eating and behavior patterns, loss of energy, withdrawal from others, increased difficulty with solving problems. *Clarification 2:* Instruction includes accessing support or referral for treatment through school resources, such as school counselors, school nurses, school psychologists, and school social workers.
HE.912.PHC.3.7:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** *Clarification 1:* Instruction includes risks associated with alcohol and substance abuse, distracted driving, negative peer groups. *Clarification 2:* Instruction includes risk of chronic disease due to lack of hygiene practices. *Clarification 3:* Instruction includes risk of teenage pregnancy, sexually transmitted infections (STI) and abstinence as the expected standard.
HE.912.PHC.3.10:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health. **Clarifications:** *Clarification 1:* Instruction includes lifestyle choices to include substance use and abuse, a healthy diet, physical activity, and abstinence from sexual behavior. *Clarification 2:* Instruction includes riding in a car with impaired drivers. *Clarification 3:* Instruction includes seeking and maintaining healthy relationships. *Clarification 4:* Instruction includes seeking services for physical and mental health when needed.
HE.912.PHC.4.3:	Develop strategies to combat cyberbullying and online harassment.
HE.912.R.1.1:	Demonstrate effective and respectful communication skills and strategies. **Clarifications:** *Clarification 1:* Instruction includes differing opinions.
HE.912.R.2.2:	Analyze different perspectives to inform responsible decision-making.
HE.912.R.2.3:	Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.
HE.912.R.2.4:	Implement strategies and monitor progress in achieving a personal goal.
HE.912.R.2.5:	Formulate an effective long-term plan to include all dimensions of wellness.
HE.912.R.2.6:	Analyze how actions and reactions can influence one to respond in different situations. **Clarifications:** *Clarification 1:* Instruction includes emotions not governing behavior.
HE.912.R.2.7:	Evaluate strategies that assist with managing challenges or setbacks. **Clarifications:** *Clarification 1:* Instruction includes time management, setting boundaries, setting realistic goals, self-care.
HE.912.R.4.1:	Analyze the importance of character and grit to achieve successful outcomes.
HE.912.R.4.2:	Generate and apply alternative solutions when solving problems or resolving conflict.
HE.912.R.4.3:	Describe ways to anticipate, avoid or de-escalate conflicts.
HE.912.R.4.4:	Identify the importance of perseverance when facing difficulty solving a problem.
HE.912.SUA.1.1:	Differentiate between various levels of alcohol consumption and its effects on the body.
HE.912.SUA.1.2:	Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences. **Clarifications:** *Clarification 1:* Instruction includes driving under the influence and fetal alcohol syndrome.
HE.912.SUA.1.4:	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.SUA.1.5:	Analyze the physical, mental, social and legal consequences of marijuana/THC use. **Clarifications:** *Clarification 1:* Instruction includes psychological aspects, drug misuse, dependency and addiction.

HE.912.SUA.1.7:	Differentiate between the three major categories of prescription drugs and describe the purposes and side effects. **Clarifications:** *Clarification 1:* Instruction includes opioids, stimulants, and depressants.
HE.912.SUA.1.9:	Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs. **Clarifications:** *Clarification 1:* Instruction includes physical, mental, social, performance, and legal consequences.
HE.912.SUA.1.10:	Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping. **Clarifications:** *Clarification 1:* Instruction includes psychological consequences such as anxiety and depression. *Clarification 2:* Instruction includes financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.
HE.912.SUA.2.2:	Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping. **Clarifications:** *Clarification 1:* Instruction includes perceptions of norms, media advertising, and portrayals in media. *Clarification 2:* Instruction includes tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.
HE.912.SUA.3.1:	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse. **Clarifications:** *Clarification 1:* Instruction includes immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.5.1:	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs. **Clarifications:** *Clarification 1:* Instruction includes asking family, guardians, caregivers, teachers, and school counselors.
HE.912.SUA.5.2:	Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.

PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**Engage in discussions that reflect on the mathematical thinking of self and others.** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.** Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

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

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop and enhance behaviors that influence healthy lifestyle choices, student health and physical fitness. Students will combine learning principles and background knowledge in a classroom setting with physical application. The majority of this course should be spent engaging in physical activity.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence and Abuse
- Resiliency Education

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1506320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Wellness Education > **Abbreviated Title:** HOPE-PE V

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Graduation Requirement: Physical Education

Educator Certifications

Physical Education (Elementary and Secondary Grades K-12)

Course Standards

Name	Description
HE.912.CEH.2.1:	Assess how the school and community can affect personal health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes impact of required health education and healthcare screenings. *Clarification 2:* Instruction includes enforcement of "no tolerance" policies related to violence. *Clarification 3:* Instruction includes automated external defibrillator availability and training.
HE.912.CEH.2.2:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.CEH.2.3:	Propose strategies to avoid risks on social media and the internet.
HE.912.CEH.2.6:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** *Clarification 1:* Instruction includes a variety of cultural dietary patterns, rites of passage, family roles, parenting styles, and ethics.
HE.912.CEH.2.7:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** *Clarification 1:* Instruction includes validating and analyzing perceptions of societal norms regarding drug use, violence, sexual activity, and teen-driving safety. *Clarification 2:* Instruction includes substance use and binge drinking due to peer pressure.
HE.912.CEH.2.8:	Evaluate how the social determinants of health impact a community's health, wellbeing, and quality of life. **Clarifications:** *Clarification 1:* Instruction includes how barriers affect community health outcomes.
HE.912.CEH.3.3:	Formulate alternatives to community health-related issues or problems.
HE.912.CEH.3.4:	Appraise the potential short-term and long-term outcomes of alternative solutions to community health-related issues or problems.
HE.912.CEH.3.6:	Design a campaign promoting health literacy that would result in a variety of positive health and quality of life outcomes.
HE.912.CEH.4.1:	Develop a resource that influences and supports others in making positive health choices.
HE.912.CEH.4.2:	Demonstrate leadership skills by advocating for personal, family, and community health.
HE.912.CH.1.2:	Describe resources or services that facilitate achieving personal health goals.
HE.912.CH.3.1:	Authenticate the validity of health information and resources. **Clarifications:** *Clarification 1:* Instruction includes using valid and reliable resources.
HE.912.PHC.1.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** *Clarification 1:* Instruction includes evaluating personal strengths, physical fitness, peer relationships, and personal hygiene. *Clarification 2:* Instruction includes evaluating disease and injury prevention practices.
HE.912.PHC.1.2:	Analyze personal strategies for prevention, detection, and treatment of communicable and chronic diseases **Clarifications:** *Clarification 1:* Instruction includes prevention, detection, and treatment of cancer, obesity, heart disease, respiratory disease, neurological disease, sexually transmitted infections (STI), and additional diseases.
HE.912.PHC.1.3:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** *Clarification 1:* Instruction includes food choices, media use, lifestyle choices, stress management, and the individual responsibility for health protection.
HE.912.PHC.1.4:	Interpret the significance of interrelationships in mental and physical health. **Clarifications:** *Clarification 1:* Instruction includes interrelationships between mental and physical health and substance use and abuse behaviors. *Clarification 2:* Instruction includes the positive health impact of healthy relationships with friends and family. *Clarification 3:* Instruction includes correlation between body image and relationships with food. *Clarification 4:* Instruction includes correlation between stress and anger management and overall health.
HE.912.PHC.2.1:	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices. **Clarifications:** *Clarification 1:* Instruction includes body image, dietary habits, cyberbullying, and online support presence. *Clarification 2:* Instruction includes prevention of human trafficking by maintaining personal security.

	Clarification 3: Instruction includes identification of predatory behavior on the internet.
HE.912.PHC.2.3:	Analyze how friends and peers influence the health of individuals. **Clarifications:** *Clarification 1:* Instruction includes impact of peer relationships on health decisions and behaviors.
HE.912.PHC.2.4:	Analyze how family and culture influence the health of individuals. **Clarifications:** *Clarification 1:* Instruction includes impact of family and culture on health decisions and behaviors.
HE.912.PHC.2.5:	Analyze how heredity and family history can impact personal health. **Clarifications:** *Clarification 1:* Instruction includes genetic conditions such as substance abuse, family obesity, heart disease, and mental illness.
HE.912.PHC.2.6:	Predict how healthy behaviors can affect health status.
HE.912.PHC.2.7:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** *Clarification 1:* Instruction includes social conformity, self-discipline, and impulse versus delayed gratification.
HE.912.PHC.2.9:	Analyze the impacts of technology and social media on popular culture and personal life. **Clarifications:** *Clarification 1:* Instruction includes impact of "influencers" and trends/challenges relating to mental and physical health. *Clarification 2:* Instruction includes how interactions such as "comments," "saves," "likes," and "shares" on social media can increase the release of dopamine in the brain, similar to other addictive behaviors.
HE.912.PHC.3.1:	Determine the value of applying a thoughtful decision making process in health-related situations. **Clarifications:** *Clarification 1:* Instruction includes defining healthy boundaries in relationships. Clarification 2: Instruction includes prevention and decision making in scenarios involving peer pressure, substance use, and sexual activity/family planning.
HE.912.PHC.3.2:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** *Clarification 1:* Instruction includes planning a post-high school career. *Clarification 2:* Instruction includes considering the severity of the situation and personal skills. *Clarification 3:* Instruction includes considering when someone is a danger to self or others.
HE.912.PHC.3.3:	Identify protective factors that help to mitigate the risks of suicide and mental health disorders. **Clarifications:** *Clarification 1:* Instruction includes how protective factors promote positive health and well-being.
HE.912.PHC.3.4:	Recognize the signs, symptoms and how to seek treatment or support for mental health disorders. **Clarifications:** *Clarification 1:* Instruction includes signs and symptoms of mental health disorders, such as dramatic changes to sleeping, eating and behavior patterns, loss of energy, withdrawal from others, increased difficulty with solving problems. *Clarification 2:* Instruction includes accessing support or referral for treatment through school resources, such as school counselors, school nurses, school psychologists, and school social workers.
HE.912.PHC.3.7:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** *Clarification 1:* Instruction includes risks associated with alcohol and substance abuse, distracted driving, negative peer groups. *Clarification 2:* Instruction includes risk of chronic disease due to lack of hygiene practices. *Clarification 3:* Instruction includes risk of teenage pregnancy, sexually transmitted infections (STI) and abstinence as the expected standard.
HE.912.PHC.3.8:	Formulate a plan to attain a personal health goal that addresses strengths, needs, barriers, and risks. **Clarifications:** *Clarification 1:* Instruction includes using methods such as a SWOT (strengths, weaknesses, opportunities, and threats) analysis or SMART (specific, measurable, achievable, realistic, and timely) goals. *Clarification 2:* Instruction includes setting realistic expectations for oneself and others.
HE.912.PHC.3.9:	Implement strategies and monitor progress in achieving a personal health goal. **Clarifications:** *Clarification 1:* Instruction includes stress management such as exercising, coping skills, and talking with a friend or trusted adult. *Clarification 2:* Instruction includes using health apps, logs, and journals. *Clarification 3:* Instruction includes finding support when needed.
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health. **Clarifications:** *Clarification 1:* Instruction includes lifestyle choices to include substance use and abuse, a healthy diet, physical activity, and abstinence from sexual behavior.

HE.912.PHC.3.10:	*Clarification 2:* Instruction includes riding in a car with impaired drivers. *Clarification 3:* Instruction includes seeking and maintaining healthy relationships. *Clarification 4:* Instruction includes seeking services for physical and mental health when needed.
HE.912.PHC.4.2:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** *Clarification 1:* Instruction includes safe driving practices, not entering restricted territory, and additional safety practices. *Clarification 2:* Instruction includes refusal skills and healthy relationship skills.
HE.912.PHC.4.3:	Develop strategies to combat cyberbullying and online harassment.
HE.912.R.1.1:	Demonstrate effective and respectful communication skills and strategies. **Clarifications:** *Clarification 1:* Instruction includes differing opinions.
HE.912.R.1.3:	Adjust behavior to respect the needs of others.
HE.912.R.2.2:	Analyze different perspectives to inform responsible decision-making.
HE.912.R.2.3:	Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.
HE.912.R.2.4:	Implement strategies and monitor progress in achieving a personal goal.
HE.912.R.2.5:	Formulate an effective long-term plan to include all dimensions of wellness.
HE.912.R.2.6:	Analyze how actions and reactions can influence one to respond in different situations. **Clarifications:** *Clarification 1:* Instruction includes emotions not governing behavior.
HE.912.R.2.7:	Evaluate strategies that assist with managing challenges or setbacks. **Clarifications:** *Clarification 1:* Instruction includes time management, setting boundaries, setting realistic goals, self-care.
HE.912.R.4.1:	Analyze the importance of character and grit to achieve successful outcomes.
HE.912.R.4.2:	Generate and apply alternative solutions when solving problems or resolving conflict.
HE.912.R.4.3:	Describe ways to anticipate, avoid or de-escalate conflicts.
HE.912.R.4.4:	Identify the importance of perseverance when facing difficulty solving a problem.
HE.912.SUA.1.1:	Differentiate between various levels of alcohol consumption and its effects on the body.
HE.912.SUA.1.2:	Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences. **Clarifications:** *Clarification 1:* Instruction includes driving under the influence and fetal alcohol syndrome.
HE.912.SUA.1.3:	Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage. **Clarifications:** *Clarification 1:* Neurological damage can include learning, memory, mental health and brain development. *Clarification 2:* Physical damage may include liver disease, cancer, cardiovascular disease, and other organ damage.
HE.912.SUA.1.4:	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.SUA.1.5:	Analyze the physical, mental, social and legal consequences of marijuana/THC use. **Clarifications:** *Clarification 1:* Instruction includes psychological aspects, drug misuse, dependency and addiction.
HE.912.SUA.1.7:	Differentiate between the three major categories of prescription drugs and describe the purposes and side effects. **Clarifications:** *Clarification 1:* Instruction includes opioids, stimulants, and depressants.
HE.912.SUA.1.8:	Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose. **Clarifications:** *Clarification 1:* Instruction includes short- and long-term effects of prescription drug use on an individual's health.
HE.912.SUA.1.9:	Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs. **Clarifications:** *Clarification 1:* Instruction includes physical, mental, social, performance, and legal consequences.
HE.912.SUA.1.10:	Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping. **Clarifications:** *Clarification 1:* Instruction includes psychological consequences such as anxiety and depression. *Clarification 2:* Instruction includes financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.
HE.912.SUA.2.2:	Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping. **Clarifications:** *Clarification 1:* Instruction includes perceptions of norms, media advertising, and portrayals in media. *Clarification 2:* Instruction includes tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.
	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse

HE.912.SUA.3.1:	and/or abuse. **Clarifications:** *Clarification 1:* Instruction includes immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.3.3:	Evaluate the accessibility of effective nicotine cessation products and services. **Clarifications:** *Clarification 1:* Instruction includes available nicotine cessation products/services and barriers to access such as transportation, cost, phone/web access.
HE.912.SUA.5.1:	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs. **Clarifications:** *Clarification 1:* Instruction includes asking family, guardians, caregivers, teachers, and school counselors.
HE.912.SUA.5.2:	Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
HE.912.SUA.5.3:	Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	Explain how each of the health-related components of fitness are improved through the application of training principles.
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	Compare and contrast the skill-related components of fitness used in various physical activities.
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	Explain the methods of monitoring levels of intensity during aerobic activity.
PE.912.C.2.17:	Assess physiological effects of exercise during and after physical activity.
PE.912.C.2.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.912.C.2.22:	Explain the skill-related components of fitness and how they enhance performance levels.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.27:	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.L.3.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.
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.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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

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

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.** Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop and enhance behaviors that influence healthy lifestyle choices, student health and physical fitness. The full benefit of this course is achieved when students are taught using a comprehensive approach.

In addition to the physical education content, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence and Abuse
- Resiliency Education

GENERAL NOTES

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

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

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

This course requires dual certification in Physical Education and Health OR a teacher certified in Physical Education (6-12 or K-12) AND a teacher certified in Health (K-12), Health Education (7-12), or Family and Consumer Science (6-12).

GENERAL INFORMATION

Course Number: 3026010

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

Abbreviated Title: HOPE

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - State Board Approval Pending

Graduation Requirement: Physical Education

Educator Certifications

Family and Consumer Science (Grades 6-12) Plus Physical Education (Elementary and Secondary Grades K-12)
Health (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12)
Health Education (Secondary Grades 7-12) Plus Physical Education (Elementary and Secondary Grades K-12)
Health Education (Secondary Grades 7-12) Plus Physical Education (Grades 6-12)

Cambridge Pre-AICE Physical Education IGCSE Level (#3026015) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 3026015

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

Abbreviated Title: PRE-AICE PHYS ED IG

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Physical Education

Educator Certifications

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

Cambridge AICE Physical Education 1 AS Level (#3026020) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 3026020

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

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

Graduation Requirement: Physical Education

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

Abbreviated Title: AICE PHYS ED 1 AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

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