

Florida Department of Education COURSE DESCRIPTION - GRADES 6-8

Subject Area: Physical Education
Course Number: 1501100
Course Title: M/J Comprehensive Physical Education 1

- A. Major Concepts/Content.** The purpose of this course is to develop competence in: (a) physical fitness, (b) body management skills, (c) throwing and catching skills, (d) skills related to striking with the body, (e) skills related to striking with objects, and (f) strategies for physical activities.

The content should include, but not be limited to, the following:

- health and safety practices
- critical thinking skills
- relationships between physical education and other disciplines
- assessment of health-related fitness
- fitness program design
- components of fitness
- evaluation of physical activities in terms of fitness value
- physiological principles and their application to maintaining and improving health-related fitness
- contributions of exercise, nutrition, and rest to fitness
- mechanical principles of human movement
- movement concepts of body awareness, spatial awareness, effort qualities, and relationships
- skill improvement
- strategy applications for physical activities
- positive participation in physical education
- community resources
- technology applications
- career opportunities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

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- B. Special Note.** This is not an interscholastic extracurricular activity.

This is the first course in a series of three courses (M/J Comprehensive Physical Education 1, 2, and 3) that combine all skills previously included in the following middle/junior high courses: 1501000 (M/J Physical Fitness), 1501010 (M/J Body Management), 1501020 (M/J Throwing and Catching), 1501030 (M/J Striking with the

Body), 1501040 (M/J Striking with Objects), and 1501050 (M/J Strategies).

Course requirements and benchmark statements are identical for M/J Comprehensive Physical Education 1 (1501100), 2 (1501110), and 3 (1501120); however, the courses should be implemented using a spiral curriculum approach which addresses the developmental levels and instructional needs of students. All students are expected to demonstrate improved performance in relation to the course requirements for each course. Students should have an opportunity to achieve all benchmarks by the end of the third year.

Enrollment in physical education classes should be consistent with the requirements of Title IX of the Education Amendments of 1972 and with the Florida Educational Equity Act.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate understanding of health and safety practices related to participation in physical activities.

- PE.A.1.3.4 know basic skills and safety procedures to participate in outdoor sports.
- PE.B.2.3.1 demonstrate appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).
- PE.B.2.3.2 know the effects of substance abuse on personal health and performance in physical activity.

2. Apply critical thinking skills to games/sports, gymnastics, dance, and individual and developmental activities.

- PE.A.2.3.4 know how to design and refine a routine by combining various movements to music.
- PE.A.2.3.5 know how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).
- PE.C.1.3.1 know how to modify games and activities to allow for

participation of students with special needs (e.g., physical disabilities).

3. Demonstrate understanding of connections between physical education and other areas of the curriculum.

PE.C.1.3.2 know the contributions that various cultures have made to physical education.

4. Assess individual fitness levels.

PE.B.1.3.8 know how to determine recovery heart rate after exercise.

PE.B.1.3.9 understand and apply formal and informal modes of fitness assessments (e.g., for cardiovascular fitness, a mile walk or run is a formal assessment; walking a flight of stairs is informal).

5. Design and implement a fitness plan which meets individual needs and interests.

PE.A.3.3.2

PE.B.1.3.10 PE.B.1.3.11 PE.B.1.3.13

PE.C.2.3.1 PE.C.2.3.5

know how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.

plan and participate in an individualized fitness program.
analyze the results of fitness assessments to guide changes in a personal fitness program.

explore new ways to achieve activity goals in an individual wellness plan (e.g., walking, in addition to playing a team sport).

identify forms of physical activity that provide personal enjoyment.

know the ways in which exercising at home can assist in improving physical ability and performance.

6. Demonstrate understanding of physiological principles related to exercise and training.

PE.A.2.3.3 describe the principles of training and conditioning for specific physical activities.

PE.B.1.3.1 know how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.

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PE.B.1.3.2 describe and apply the principles of training and conditioning for specific physical activities.

PE.B.1.3.3 know proper warm-up, conditioning, and cool-down techniques and the reasons for using them.

PE.B.1.3.5 know how aerobic activity differs from anaerobic activity.

PE.B.1.3.7 know the various ways to promote mobility in each joint.

7. Demonstrate understanding of the contributions of exercise, nutrition, and rest to the maintenance of health-related and skill-related components of physical fitness.

PE.B.1.3.4 know the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.

PE.B.1.3.6 understand the relationships between caloric intake and energy expenditure.

PE.C.2.3.3 understand how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).

PE.C.2.3.4 know the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.

8. Evaluate physical activities in terms of fitness value.

PE.A.3.3.1 know the potential fitness benefits of various activities.

9. Exhibit an improved or maintained level of health-related fitness.

PE.B.1.3.12 achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.

10. Apply the mechanical principles of balance, force, leverage, and motion to

body-management skills, throwing and catching skills, skills related to striking with the body, and skills related to striking with objects.

PE.A.1.3.1 combine skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).

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PE.A.2.3.1 know the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).

11. Apply the movement concepts of body awareness, spatial awareness, effort qualities, and relationships to body-management skills, throwing and catching skills, skills related to striking with the body, and skills related to striking with objects.

PE.A.1.3.3 design and perform folk and square dance sequences. PE.A.2.3.2 know how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.

PE.A.2.3.4 know how to design and refine a routine by combining various movements to music. PE.C.2.3.2 recognize the aesthetic and creative aspects of performance. PE.C.2.3.6 know various ways to use the body and movement activities to communicate ideas and feelings.

1. 12. Apply strategies involved in timed activities for individual or team sports (e.g. swimming, track, cycling) to enhance performance.

2. 13. Apply offensive and defensive strategies in court, goal, and field games to enhance performance.

PE.A.1.3.2 use basic offensive and defensive positioning while playing a modified version of a sport.

PE.A.2.3.5 know how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

14. Demonstrate social and personal attributes associated with positive participation in physical education.

PE.B.2.3.3 understand the difference between compliance and noncompliance with game rules and know the meaning of fair play in age-appropriate activities.

PE.B.2.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others.

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- 15. Identify available community resources that provide opportunities for participation in physical fitness activities and activities that utilize physical skills and strategies in games/sports, gymnastics, dance, and individual and developmental activities.**

(**Note:** Physical skills include body management skills, throwing and catching skills, skills related to striking objects with the body, and skills related to striking with objects.)

PE.A.3.3.3 know what community resources related to fitness are available.

1. **16. Demonstrate understanding of the use of technology applications in physical education.**
2. **17. Identify career opportunities related to physical fitness and physical education.**