SCHOOL BOARD OF BREVARD COUNTY
Educational Services Facility
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601

SCHOOL BOARD MEMBERS
Karen Henderson Chairman
Andrew Ziegler, Vice Chairman
Dr. Barbara A. Murray
Dr. Michael Krupp
Amy Knessy

SUPERINTENDENT
Dr. Brian T. Binggeli

DIVISION OF CURRICULUM AND INSTRUCTION
Cyndi Van Meter, Associate Superintendent

OFFICE OF HIGH SCHOOL PROGRAMS
Robin Novelli, Director

OFFICE OF MIDDLE SCHOOL PROGRAMS
Barbara Rodrigues, Director
PREFACE

As a secondary physical education teacher your challenge is to inspire your students to take those basic skills and foundational concepts they learned in elementary and middle school and develop them into proficiency. Upon graduation from high school students should possess the skills and knowledge that allow them to maintain a healthy lifestyle and participate in physical activities well into the future.

This guide has been developed to assist the high school physical educator in their quest to design and implement solid lesson plans for their students.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

— William Arthur Ward

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”

- John F. Kennedy
# TABLE OF CONTENTS

- **Mission Statement and Philosophy** ................................................................. 1
- **Stakeholder Responsibilities** ......................................................................... 2
- **Safety-Legal Liability-Procedures** ................................................................. 5
- **Weather Safety** ......................................................................................... 10
- **Teaching Diverse Learners** ......................................................................... 17
- **Assessment** .............................................................................................. 21
- **Classroom Management** ........................................................................... 25
- **Appendix** .................................................................................................. 28
Brevard County Physical Education Mission Statement:
"To Actively Educate all Students to Attain Lifelong Personal Wellness and Exceptional Health."

Brevard County Schools Mission Statement:
"To Serve Every Student with Excellence as the Standard."

PHILOSOPHY AND BELIEFS

It is a known fact that physical activity improves overall health. Not only does it improve circulation, increase blood flow to the brain, and raise endorphin levels, (which all help to reduce stress) but physically active students may also achieve more academically.

The Brevard Public Schools high school physical education curriculum offers HOPE (Health Opportunities through Physical Education) which satisfies the state graduation requirement for one credit of physical education. High schools also offer multiple elective physical education courses in fitness, team and individual/dual sports which allow students the opportunity to continue advancing their skills and participate in daily physical activity in an area that interests them.

Two versions of HOPE are available based on teacher certification, each with its own set of benchmarks. HOPE “Core” requires a certified health teacher. The course contains 30 health and 47 physical education benchmarks as well as 5 ELA and 1 math standard. HOPE “PE variation” requires a certified physical education teacher. This course contains 18 health and 46 physical education benchmarks as well as 3 ELA and 1 math standard. Each school also offers electives, which are within the school capabilities with regard to facilities, equipment and staff. Each course has a framework with benchmarks and intended outcomes. Some of the outcomes are to enhance students' already learned skills into advanced situations and others are to widen the experiences of the students in different situations. All courses have a fitness component within the standards and objectives. Some courses have advancing levels, which offer students the opportunity to expand their learning experiences within a particular sport or activity. For example volleyball has three advancing courses so that students can progress and develop their skills to true proficiency. Each course contains specific benchmarks and teachers should be developing objectives, KUDs and lesson activities to help students work toward mastery. At the high school level the student chooses to learn a new activity, enhance a skill already achieved, or develop activities that they will use throughout their lives. It is imperative that physical education teachers provide lesson content that is engaging, meaningful, safe and allows for maximum student participation. Students should recognize the important role health and physical activity play in their lives.
PERSONNEL RESPONSIBILITIES

Teacher Responsibilities
The physical education teacher will:
• Prepare instructional units to meet the standards aligned to the courses he/she is assigned to teach.
• Provide for proper care of equipment and facilities where equipment and facilities shall be inspected on a regular basis and unsafe conditions documented and reported.
• Coordinate when possible, with subject area teachers to create interdisciplinary learning opportunities.
• Make accommodations to meet the needs of students with IEP’s (Individual Education Plans).
• Establish a file of student health concerns and communicate with the school nurse to meet the health needs of all students.
• Document all emergencies and health concerns that occur during the course of a physical education class and retain a copy for the teacher’s records.
• Provide opportunities for hydration to include water fountain breaks and access to student water bottles.
• Communicate student successes and/or areas of concern to parents and other appropriate stakeholders.
• Create and maintain good rapport with parents and community.
• Participate in District level in-services and be a member of professional organizations.
• Evaluate program effectiveness (i.e., Brevard EPEA, PECAT from CDC).
• Instruct and supervise students to ensure safety in all aspects of physical education.
• Develop a comprehensive emergency substitute plan in case of an unplanned absence.
• Be an advocate for your program by talking to parents on a regular basis, offering parent/student events and creating a physical education website.

Student responsibilities
The student should:
• Fully participate during physical education classes in an active, cooperative and safe manner.
• Adhere to specific physical education rules and regulations and follow all safety rules.
• Take responsibility to maintain hydration by using water fountains during activity and/or bringing a water bottle to class.
• Provide the physical education teacher with written notification regarding participation or limitations in activities.
• Respect the rights of others.
• Inform the physical education teacher of any injury sustained during physical education class.
• Assume responsibility for personal property.
• Wear appropriate shoes and clothing/uniforms for physical education class.
• Use all physical education facilities and equipment properly and with care.

Parent responsibilities
The parent should:
• Recognize the need for physical activity and motor development.
• See that the student is properly outfitted for physical education.
• Update your child’s medical restrictions/limitations each year.
• Notify the physical education teacher in writing if temporary excusal from activity is required.
• Notify the physical education teacher in writing of temporary disabilities and provide a written doctor’s statement for long-term disabilities.
• Provide a written statement from a doctor when your child is ready for reentry into physical education after long-term illness or injury.
**Department Chairperson**

The following responsibilities are suggested:

- Act as a liaison between administration and the physical education department.
- Assist with orientation of new teachers in the department.
- Requisition equipment and supplies through the principal.
- Attend all department meetings and relay information to other departments concerning the physical education department.
- Relay department meeting information to fellow team members.
- Prepare, with other members of the department, the yearly master plan of units of instruction, areas for activity, and needs for supplies, equipment, and facilities.
- Provide a copy of the yearly schedule to the principal and all physical education teachers.
- Coordinate locker room dismissal area duties among the physical education department.
- Coordinate activities and facilities between physical education teachers, classroom teachers, and coaches.
- Attend annual district meetings for secondary physical education department chairpersons.
- Attend professional development opportunities including district in-service, state and local conferences and conventions.

If your school does not have a department chairperson specifically for or from the physical education department, it is recommended that a representative be chosen who can act in the following capacity:

**Department Representative**

The following responsibilities are suggested:

- Assist the department chairperson by providing relevant information from the physical education department.
- Act as a liaison between the district resource teacher for physical education and the teachers within the physical education department at your school.
- Assist with orientation of new teachers in the department.
- Prepare, with other physical education teachers, the yearly master plan of units of instruction, areas for activity and needs for supplies, equipment and facilities.
- Attend annual district meetings for secondary physical education department chairpersons/representatives.
- Attend professional development opportunities including district in-service, state and local conferences and conventions.
PHYSICAL EDUCATION TEACHER DUTIES:

The physical education teacher is expected to provide the leadership, professional knowledge, experiences and atmosphere of learning that will optimally carry on the goals and the objectives of this program. The physical education teacher should:

- Develop unit and daily lesson plans that include safety precautions, meet state standards and follow district guidelines.
- Provide instruction to meet each student’s needs (differentiation and accommodations).
- Check physical education facilities for safety hazards and notify appropriate personnel if corrective action is needed.
- Maintain and care for equipment.
- Dress appropriately for activity.
- Know the safety and security procedures for your school.
- Actively monitor students at all times, including the locker room, gym, court and field areas.

LEGAL LIABILITY AND SAFETY

Physical education by its very nature is susceptible to accidents. Physical activity is vital to the growth and development of every student and teachers should not eliminate activities from their program solely based on fear of accidents. Teachers should address safety concerns in every lesson and use professional judgment, wisdom and prudence in the selection, instruction and supervision of the activities utilized in their physical education program.

Accidents occur in physical education classes that potentially have severe implications for physical educators. Teachers may be personally liable for their own negligent behavior when it results in injury to someone else. Physical educators have a moral obligation to conduct their programs in such a way as to protect the welfare of the students.

DEFINITIONS

The following will give you a brief summary on legal liability and safety as it pertains to physical education.

Liability - According to the Merriam-Webster Dictionary, liability is the state of being legally responsible for something; someone or something that causes problems.

Liability of the School or Board of Education – In the past, Florida schools have seen both periods of immunity and non-immunity from legal liability. At the present time, however, the Board of Education is subject to suits for acts of simple negligence or unintentional torts.

Liability of the School Personnel – Any school employee (teacher, principal, etc.) can be held personally responsible for his/her actions. When a teacher is not negligent, however, there is no liability, regardless of the seriousness of the injury.

Tort – A tort is a legal wrong, which results in direct or indirect injury to an individual or to property.

Negligence – The failure to act, as a reasonably prudent and careful person would have acted under similar circumstances.

Acts of Omission - The failure to take action, which is necessary to protect another when one, is under legal duty to do so.

Acts of Commission – Acts, which a prudent person should realize, involve an unreasonable risk of injury to others.
In Loco Parentis – The teacher, in performance of his/her duties, is acting in loco parentis, or in the place of the parents, and thus must watch out for the safety of the student as if he/she were his/her own.

**SOURCES OF TEACHER NEGLIGENCE**
The following are the most common sources of teacher negligence in physical education.

1. **Poor supervision** – The teacher on duty during classes, noon hour and/or other specified times is responsible for the student at that time. He/she must be able to foresee possible injury as a result of dangerous play, etc. If the teacher is not present, foreseeability is impossible.

2. **Poor instruction** – The teacher is responsible for instructing students prior to their participation in physical education activities. If a student is injured in an activity, in which he/she had no instruction, lack of foreseeability can again be shown on the part of the teacher. Written lesson plans are a written record of foreseeability protection.

3. **Failure to warn** – Always share with students the possibility of injury related to specific activities. Making students aware of potential danger is many times prevention to an accident.

4. **Leaving assigned class** – Teachers who leave their assigned class even temporarily to get a drink or go to the restroom are placing themselves in a position which would constitute negligence.

5. **Unsafe facilities and poor equipment** – Holes in the play area, protruding objects in play areas, faulty apparatus, etc., are examples. The teacher should check facilities and equipment in order to foresee possible injuries.

6. **Skill level and over-matching** – Teachers should not ask students to perform activities beyond their skill level or over-match students in games and activities where size, strength, previous knowledge, etc., would cause an injury.

7. **Negligence from others** – Injuries caused by the negligence of another student must be foreseeable. All teachers should know what to expect from each student in behavior as well as performance. Activities should be structured so as to alleviate any problems which might arise.

8. **Poor protective measures** – The teacher must provide for proper protection measures.

9. **Liability of equipment** – No teacher is allowed to use equipment in any manner except what the manufacturer designed it for and will assume responsibility for its use. Doing otherwise places the district and possibly the teacher in a position of liability.

10. **Altering equipment** – No teacher is allowed to alter equipment or the intended use of the equipment. Doing otherwise places the district, and possibly the teacher in a position of liability.

11. **Installing Equipment** – Any equipment that is to be installed on a permanent basis should be handled through a county or school work order.

**SAFETY RULES AND PROCEDURES**
The following rules and procedures can help eliminate or reduce accidents thus preventing legal negligence.

1. **Always be there** – Teachers should never leave their classes and should always have all the students in sight when on the job. Teachers must be actively aware of class happenings. This may require the teacher to frequently change positions in viewing the play area.
2. **Periodically check facilities and equipment** – If there is a dangerous piece of equipment on the play area, put it in writing and give it to the principal with a copy for your files. Keep students off the equipment or out of the area until repairs are made. If the equipment cannot be repaired, get it off the play area and destroy it as soon as possible.

3. **Evaluate the conditions of the area you intend to use for class each day. Adjust your lesson accordingly** – For example, if the field is too muddy or wet, for the safety of all, find an alternative place to hold class even if it means changing your lesson for the day.

4. **Accentuate the positive in teaching safety** – Avoid using “don’t” as much as possible. Stress the correct way of doing things. Tell the students specifically what they should do.

5. **Introduce activities that are appropriate to the skill level of the student.** Never require a student to perform a stunt or skill beyond his/her capacity. Do not over-match students in games or activities. Keep in mind his/her ability, previous experience, height, weight and attitude.

6. **Designate safety zones around apparatus (golf, archery, ropes, etc.)** – Maintain soft surfaces under apparatus that involves jumping or landing. See that playing areas are free of broken glass, rocks, or other safety hazards. If repairs are needed, put it in writing to the school principal with a copy for your files.

7. **Have sufficient space between playing groups and around equipment.**

8. **Teach students to keep their eye on the ball** in a game even though they may not be involved in the play. Refrain from throwing a ball to a student who is not watching.

9. **Remind students that shoe laces should be tied properly, jewelry should be removed and long hair pulled back.**

10. **Avoid roughness and horseplay.**

11. **When playing games in which striking objects are used (bats, rackets, sticks, etc.), establish a safety zone in which players must sit or stand while waiting their turn.**

12. **Have students develop safety rules necessary for an accident free class.** For example, drop the bat on the way to first base, catchers must wear a mask, and fielders’ gloves must be worn when playing with a regulation softball.

13. **Chewing gum during physical education is not permitted.**

14. **Refrain from using a fence or wall for a turning line in races or relays.** If students must run toward a fence or wall, establish a turning line well in front of the fence or wall.

15. **Teach students to control the impulse to throw the ball “one more time” or “shoot one more basket” after the whistle blows to terminate activities.**

16. **Teach students to refrain from touching, jumping at, or pulling on nets.**
PROCEDURES IN CASE OF AN ACCIDENT

In the event of an accident, the following, or similar procedures should be followed. It is recommended that each school should have a written plan stating how their school will respond to accidents and that all teachers are informed.

1. The teacher should go to the scene of the accident immediately, while notifying school personnel via radio, cell phone, etc.

2. If appropriate, teachers should signal stoppage of class activity and gather other students in a safe location until assistance arrives.

3. Immediately examine the injured student to learn the nature and extent of the injury and the emergency of the situation. Relay the information to school personnel.

4. If necessary, the teacher should administer first aid. Every teacher who supervises physical education should know basic first-aid procedures. Physical education teachers are encouraged to receive training in CPR/AED and first aid. Everything should be done to make the injured person comfortable. They should be reassured until Emergency Medical Services (EMS) (911) can be secured.

5. The student is responsible for completing (thoroughly) the district’s incident/accident report.

COLLECTING STUDENT MEDICAL INFORMATION

Each teacher should establish a procedure for collecting medical information on their students. Due to privacy issues, the clinic does not have to share the information they collect. Information regarding physically related medical concerns, allergies, etc., should be collected from each student and verified with the parent.
WEATHER SAFETY
INTRODUCTION

All students participating in a physical education program in Florida are placed under the environmental stresses of heat and humidity. In addition, severe weather pops up very quickly and can pose risks for our students.

Performing in the heat can result in problems that can be more serious than the immediate discomfort felt by the student. Dehydration, muscle cramps, heat exhaustion and heat stroke are all possible outcomes of students performing under conditions of extreme radiant heat.

Making available sufficient amounts of water, adjusting the intensity of activities, acclimating to the heat and participating with the proper amount of clothing may reduce heat disorders. Additionally, a sufficient amount of time is recommended to cool down after outdoor activity.

LIGHTNING SAFETY AND OUTDOOR ACTIVITIES (School Board Policy 8420.01)

The Board recognizes that Brevard County is in the geographic area with the highest risk of lightning strikes in the United States and lightning-related casualty rates associated with outdoor sports and recreation activities are on the rise. As such, it is critical that common sense and prudent practice guide decisions regarding lightning and outdoor activities.

The Board directs the Superintendent to develop and implement procedures in planning for and responding to the threat of lightning during outdoor activities.

All teachers, coaches and administrators responsible for district-sponsored or otherwise authorized outdoor activities, including, but not limited to, recess, classes, field trips, marching band and athletic practices, and contests shall comply with the following procedures in planning for and responding to the threat of lightning:

A. An alternate, safe location for sheltering participants shall be identified prior to scheduling any outdoor activities so that it can be provided for participants in the event of severe weather. Prior to the beginning of each school year, shelter locations shall be established for all reoccurring outdoor activities.
   a. The best shelter commonly available against lightning is a fully enclosed building with plumbing and wiring. When sheltering in buildings, move to central areas away from windows, if possible. Stay away from plumbing fixtures, electrical wiring and appliances, and corded telephones. If a fully enclosed building is not available, a vehicle with a solid metal roof and metal sides (e.g., school bus, van, car), with the windows rolled up is the next best option.

B. To avoid the potential threat of lightning, weather forecasts and knowledge of local weather patterns should be considered before scheduling outdoor activities.

C. Each morning prior to the commencement of outdoor activities and periodically thereafter, if appropriate, available resources (e.g., Weather Channel, NOAA weather radio, local TV/radio) shall be used to determine if severe weather is forecast for the area.

D. If severe weather is forecast, approaching or present, the following codes will apply:
   a. Weather Code 1 - Severe weather is forecast. Issue alert notice.
   b. Weather Code 2 - Severe weather is approaching. Notify staff, students, and visitors. Move students to safe shelter.
   c. Weather Code 3 - Severe weather is fast approaching, possibly a tornado. Notify staff, students, and visitors. Move students away from windows.
   d. Weather Code 4 - Severe weather is rapidly approaching or present. Tornados have been sighted in the area. Direct students and staff to get into the "tornado position" immediately.

E. Conservative decisions will be made whenever severe weather is forecast or observed, with highest priority given to the safety of students. If there is any question concerning the safe conduct of an outdoor activity, it shall be delayed, suspended, or postponed.
F. **If severe weather is forecast or observed, a Lightning Monitor must be designated and shall use the "30-30 Rule"**, other available resources and observations in order to provide prompt notification to persons outdoors should sheltering be appropriate.

   a. Use of the "30-30 Rule" is mandatory where data from District-provided lightning prediction and warning systems are not available.
      
      i. If the time between seeing lightning and hearing thunder is **thirty (30) seconds or less**, the outdoor activity shall not begin or if it is already in progress, the activity shall be suspended immediately. Persons outdoors shall be notified to seek proper shelter and students and staff shall move there immediately. *If the lightning can't be seen, just hearing thunder means the thunderstorm is close.*
      
      ii. The person(s) responsible for the outdoor activity shall wait **thirty (30) minutes or more** after thunder is last heard before allowing students and staff to leave proper shelter.
      
      iii. Use of lightning prediction and warning systems, where provided by the District, is mandatory.

   b. The Office of Plant Operations and Maintenance (PO&M) is responsible for annual service/preventative maintenance of the systems and on-call customer service, including technical assistance by phone and/or on-site response to suspected system anomalies.

   c. The principal or his/her designee shall ensure basic maintenance of the system (e.g., ensuring sensor assembly is free from dirt, oil, pollen, cobwebs and bird nests), configuration and operation of the system in accordance with District standards, and notification of PO&M in the event of a system failure or need for District-level support.

   d. Teachers, coaches, and administrators shall require that students and staff under their supervision obey warning horns/strobes by evacuating those under their supervision to shelter and requiring they remain there until the "all clear" signal is sounded or received. *These requirements may only be overridden with the concurrence of the principal or his/her designee AND a designated PO&M representative.* Teachers, coaches, and administrators shall require that students and staff under their supervision obey warning horns/strobes by evacuating those under their supervision to shelter and requiring they remain there until the "all clear" signal is sounded or received. *These requirements may only be overridden with the concurrence of the principal or his/her designee AND a designated PO&M representative.*

   e. Information from hand-held lightning detectors **shall not** be substituted for use of the "30-30 Rule" or a lightning prediction and warning system in making a decision to begin or suspend an outdoor activity. *Because the performance of some commercially available detectors may not be designed, manufactured, tested, maintained or used properly, they may only be used as an adjunct to, not a replacement for, compliance with the "30-30 Rule". While hand-held lightning detectors are not being recommended, use of both the "30-30 Rule" and a hand-held detector may provide added assurance that a correct decision is being made.*

G. If a thunderstorm or electrical storm occurs in the area prior to the start of or during any outdoor athletic contest, the principal or his/her designee of the school involved in the contest shall request that the official interrupt or postpone the contest if the "30-30 Rule" or other information suggests that a lightning hazard exists. It is the responsibility of the host school principal or his/her designee to notify persons outdoors to seek proper shelter. Sufficient time must be afforded for the evacuation, which will depend on the location of the event, the number of persons involved, the distance to suitable shelter, the behavior of the storm, etc.

   a. Policy 34 - Florida High School Athletic Association Handbook (2006-07): (1) If a thunderstorm or electrical storm occurs in the area prior to the start of or during any outdoor contest, the officials must immediately contact the principal or his/her designee of each school involved in the contest to determine if the contest should be played as scheduled, delayed, suspended, or postponed. If the principal or his/her designee of either of the schools involved requests that the contest be interrupted or postponed, the officials must immediately honor such request. If the
principal or his/her designee of only one of the competing schools is available, his/her request
must be honored. (2) The safety and welfare of all concerned is of paramount importance. In no
case may an official deny a request by a principal or his/her designee to delay, suspend, or
postpone an outdoor contest due to inclement weather or imply that the contest will be forfeited
as a result of such a request. (3) A suspended contest shall be resumed from the point of
interruption. Otherwise, National Federation Rules regarding the resumption of suspended
contests will apply.

H. If outdoors, thunderstorms are in the area, and appropriate shelter is not available, avoid dangerous
locations/activities (e.g., elevated places, open areas, tall isolated objects, water activities). Do NOT
permit students to go under trees to stay dry in thunderstorms.

I. If outdoors, the threat of lightning is imminent, and appropriate shelter is not available, use the "lightning
crouch" as a last resort.
   a. If in a group, individuals should spread out, with several body lengths between each person. If
      one (1) person is struck, others may not be hurt and can give first aid.
   b. Each person should put their feet together, squat down, tuck their head, and cover their ears.

J. If a person is struck by lightning, provide first aid. Start CPR or rescue breathing, as appropriate. Have
someone call 911. Use an Automatic External Defibrillator (AED) if available and appropriate. (Use of
an AED is governed by Policy 8452 and AP 8452.)

K. Schools shall educate students and staff on lightning safety and can facilitate public lightning safety
education by sponsoring outreach events in conjunction with local authorities.
Heat-Related Illness/Heat Index Guidelines

Normally, the body has ways of keeping itself cool, by letting heat escape through the skin, and by evaporating sweat (perspiration). If the body does not cool properly or does not cool enough, the victim may suffer a heat-related illness. Anyone can be susceptible although the very young and very old are at greater risk. Heat-related illnesses can become serious or even deadly if unattended.

Preventing Heat-Related Illness

- **Dress for the heat.** Wear lightweight, light-colored clothing. Light colors will reflect away some of the sun's energy.
- **Protect yourself from the sun** by wearing a wide-brimmed hat (also keeps you cooler) and sunglasses and by putting on sunscreen of SPF 15 or higher (the most effective products say “broad spectrum” or “UVA/UVB protection” on their labels).
- **Drink water.** Carry water with you and drink continuously even if you do not feel thirsty. Avoid alcohol and caffeine, which dehydrate the body.
- **Slow down.** Avoid strenuous activity. If you must do strenuous activity, do it during the coolest part of the day.
- **Stay indoors when possible.**
- **Take regular breaks** when engaged in physical activity on warm days. Take time out to find a cool place. If you recognize that you, or someone else, are showing the signals of a heat-related illness, stop activity and find a cool place. Remember, have fun, but stay cool!

Know What These Heat-Related Terms Mean

- **Heat Wave:** More than 48 hours of high heat (90°F or higher) and high humidity (80 percent relative humidity or higher) are expected.
- **Heat Index:** A number in degrees Fahrenheit that tells how hot it really feels with the heat and humidity. Exposure to full sunshine can increase the heat index by 15°F.
- **Heat cramps:** Heat cramps are muscular pains and spasms due to heavy exertion. They usually involve the abdominal muscles or the legs. It is generally thought that the loss of water and salt from heavy sweating causes the cramps.
- **Heat Exhaustion:** Heat exhaustion is less dangerous than heat stroke. It typically occurs when people exercise heavily or work in a warm, humid place where body fluids are lost through heavy sweating. Fluid loss causes blood flow to decrease in the vital organs, resulting in a form of shock. With heat exhaustion, sweat does not evaporate as it should, possibly because of high humidity or too many layers of clothing. As a result, the body is not cooled properly. Signals include cool, moist, pale, flushed or red skin; heavy sweating; headache; nausea or vomiting; dizziness; and exhaustion. Body temperature will be near normal.
- **Heat Stroke:** Also known as sunstroke, heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly. Signals include hot, red and dry skin, changes in consciousness, rapid, weak pulse and rapid, shallow breathing. Body temperature can be very high--sometimes as high as 105°F.

Stages of Heat-Related Illness

Heat-related illness usually comes in stages. The signal of the first stage is heat cramps in muscles. These cramps can be very painful. If you are caring for a person who has heat cramps, have him or her stop activity and rest. If the person is fully awake and alert, have him or her drink small amounts of cool water or a commercial sports drink. Gently stretch the cramped muscle and hold the stretch for about 20 seconds, then gently massage the muscle. Repeat these steps if necessary. If the victim has no other signals of heat-related illness, the person may resume activity after the cramps stop.
The signs of the next, more serious stage of a heat-related illness (often called **heat exhaustion**)
include:

- Cool, moist, pale skin (the skin may be red right after physical activity).
- Headache.
- Dizziness and weakness or exhaustion.
- Nausea.
- The skin may or may not feel hot.

The signals of the late stage of a heat-related illness (often called **heat stroke**) include:

- Vomiting.
- Decreased alertness level or complete loss of consciousness.
- High body temperature (sometimes as high as 105°F).
- Skin may still be moist or the victim may stop sweating and the skin may be red, hot and dry.
- Rapid, weak pulse.
- Rapid, shallow breathing.

This late stage of a heat-related illness is life threatening. Call 911 or the local emergency number.

- **General Care for Heat Emergencies:**

  1. **Cool the Body.**
  2. **Give Fluids.**
  3. **Minimize Shock.**

**For heat cramps or heat exhaustion:** Get the person to a cooler place and have him or her rest in a comfortable position. If the person is fully awake and alert, give a half glass of cool water every 15 minutes. Do not let him or her drink too quickly. Do not give liquids with alcohol or caffeine in them, as they can make conditions worse. Remove or loosen tight clothing and apply cool, wet cloths such as towels or wet sheets. Call 911 or the local emergency number if the person refuses water, vomits or loses consciousness.

**For heat stroke:** Heat stroke is a life-threatening situation! Help is needed fast. Call 911 or your local EMS number. Move the person to a cooler place. Quickly cool the body. Wrap wet sheets around the body and fan it. If you have ice packs or cold packs, wrap them in a cloth and place them on each of the victim's wrists and ankles, in the armpits and on the neck to cool the large blood vessels. (Do not use rubbing alcohol because it closes the skin's pores and prevents heat loss.) Watch for signals of breathing problems and make sure the airway is clear. Keep the person lying down.

**Guidelines for determining Heat Index** (*Work with your administration.*)

Temperature and humidity data may be obtained from weather.com. Details specific to the school should be accessed as follows:

- Enter school zip code (district office zip code will be used).
- Highest estimated temperature and humidity during school hours should be used to calculate HEAT INDEX from the chart below. Limit activities according to second chart.
<table>
<thead>
<tr>
<th>Heat Index</th>
<th>Category</th>
<th>Activity Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;80</td>
<td>No limitations</td>
<td></td>
</tr>
<tr>
<td>80 to 89</td>
<td>Caution</td>
<td>75% vigorous activity/25% light activity or rest. Encourage hydration.</td>
</tr>
<tr>
<td>90 to 104</td>
<td>Extreme Caution</td>
<td>50% vigorous activity/50% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion possible.</td>
</tr>
<tr>
<td>105 to 129</td>
<td>Danger</td>
<td>25% vigorous activity/75% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion likely. Heat stroke possible.</td>
</tr>
<tr>
<td>130+</td>
<td>Extreme Danger</td>
<td>All nonessential outdoor activities will be cancelled.</td>
</tr>
</tbody>
</table>
DIFFERENTIATED INSTRUCTION

“Differentiated Instruction” refers to a systematic approach to planning instruction for diverse learners. It honors student’s learning needs and maximizes each student’s learning capacity. There are elements that teachers can differentiate to increase the likelihood that each student will learn as much as possible.

**Content:** What we teach and how we give students access to the information and ideas that matter. Its varied materials and resources used by all students as they work to meet the same standards. One of the most critical factors in determining content is the teacher’s knowledge of both the subject and the students. The teacher’s overarching goal is to hold the essential knowledge, understanding and skills steady for most learners.

**Example:** (Standard PE.6.C.2.7 Determine personal target heart rate zone and explain how to adjust intensity level to stay within the desired range.) Students must calculate their Target Heart Rate Zone for moderate (70% MHR) physical activity. Teacher sets up various activity stations (basketball/volleyball/jump ropes etc.). Students can choose an activity but they must raise their heart rate to the moderate zone in their chosen area. Teacher stops the class numerous times for students to assess HR, short discussion on how to modify activity to either increase or decrease activity to stay in the appropriate HRZ. All students will work toward understanding the standard but using different materials and resources.

**Process:** How students come to understand and own the knowledge, understanding, and skills essential to a topic. Its varied activities students participate in to process or make sense out of content. Process happens when the teacher asks the students to stop listening or reading and to begin making personal sense out of information, ideas and skills they’ve accessed. Process is often used as a synonym for activities.

**Product:** How a student demonstrates what they know, understand and/or are able to do as a result of their learning. It is a variety of ways for students to show what they know, understand and are able to do. Product assignments should focus on essential knowledge, understanding and skill performance.

In addition to these classroom elements, three student characteristics to which teachers can respond as they craft curriculum and instruction are:

**Readiness:** Current knowledge, understanding and skill level a student relates to a particular sequence of learning. It reflects what a student knows, understands and can do related to standards and content. The goal of readiness is first to make the work a little too difficult for students at a given point in their growth, and then to provide the support they need to succeed at the new level of challenge.

**Interest:** What a student enjoys learning about, thinking about and doing. It helps students connect with new information, understanding and skills by revealing connections with things they already find appealing, intriguing and relevant.

**Learning Profile:** A student's preferred mode of learning (visual/auditory/kinesthetic), it helps students learn in the ways they learn best, and to extend ways in which they can learn best.

Examples of differentiated instruction in physical education can be seen through strategic grouping. Students can be grouped by:

- **Ability grouping:** Students can be grouped in two ways based on ability; they can be grouped into beginning, developing and advanced level groups or mixed groups with equal (or close to equal) numbers of students from each ability level grouped together.
Interest grouping: Students can be grouped based on their interest in a certain activity. To assess student interest you could conduct interest surveys or inventories as well as have class and individual discussions.

Students Pairing: Having students assist each other with specific needs is a way to give them responsibility for their learning. In this way, students teach each other a skill and get individualized instruction from each other. To organize this quickly, students should be pre-assessed and the teacher pairs students based on ability (always consider personality when pairing to avoid unnecessary conflict).

Random Groups: At times in physical education, groups or pairs need to be formed quickly to engage students in skill practice or games. There are various ways to quickly group students:
- Find someone who has the same color eyes/socks/birth month.
- Students born January-April, May-September, October-December.
- Students who walked/biked to school, took a car, took the bus.
- Write numbers on popsicle sticks and create groups (numbers 1-4, 5-8, or all even numbers/odd numbers, all multiples of ___).


Exceptional (ESE) Students in Physical Education

Academic Related Exceptionalities
Please refer to the students’ IEP (Individualized Education Plan) for accommodations that you as a teacher must be aware of and implement in your classroom.

Physical Related Exceptionalities
Brevard Public Schools' adaptive physical education teachers created The Adapted Physical Education Resource Guide to assist teachers in meeting the needs of their students.

http://www.edline.net/pages/Brevard_County_Schools/Departments/Departments__AJ/Curriculum_and_Instruction/Groups/Physical_Education_K-12

English Language Learners (ELL) in Physical Education

English Language Learner (ELL) students are similar in many ways to students whose native language is English: they learn at different rates, have various interests and characteristics, and different personalities. They bring vast differences in background knowledge and experiences to the learning situation. All are unique. However, language and culture add other dimensions to uniqueness. Concerns may surface because these learners may use one language at home as they are learning English at school.

From the perspective of the teacher, teaching a multilingual class requires more time and more effort because all students probably do not have similar background knowledge. Teachers must be flexible, willing to learn and grow, be able to adapt and accept ELL students and convey an attitude of valuing others’ languages and cultures. Many ELL cultures have an entirely different view of education, including the role of the teacher and the student, the environment for learning, and materials used, such as books, resources, and audio-visual materials.

Instructional Strategies for ELL Students

- Encourage students to ask for help.
- Speak clearly and at a normal pace.
- Check for understanding.
- Use visual aids to emphasize key concepts or terms.
- Utilize cooperative learning groups.
Use of Technology in Physical Education

“The introduction or emerging of digital technologies in Physical Education does not seek to replace physical activity; it aims to help explore physical activity. Technology becomes like any other tool in the PE teachers toolkit, useful for whenever the situation demands it, never just for the sake of it”.

- Jarrod Robinson (The P.E. Geek)

Examples of Technology in Physical Education

- iPad, iPhone, android and relevant apps
- Prezi, Wordle
- Posters, pictures, other forms of media to learn skill
- Devices
- Flip video camera
- Video clips

Physical Education and Technology

- Physical activity monitoring devices: pedometers, HRM, accelerometer
- Digital Scale, calipers, body fat scales
- Computer based fitness assessments

- Digital portfolios, blogs
- Develop tests

Develop lesson plans

- You Tube, Teacher Tube, teaching channel
- Grades
- Maintain accurate records

- Apps
- Computers
- Web sites

- Speakers, sound system
- Brownie, boom boxes
- Dance Revolution, Wii, Xbox, Kinect

- Stop watches/pedometers
- GPS Tracker
- Running, biking, dancing

- MP3s and relevant music
- Google docs: upload, graphing for input of scores

STUDENTS USE AVAILABLE TECHNOLOGY AS A TOOL RATHER THAN PASSIVELY RECEIVING INFORMATION FROM THE TECHNOLOGY.
ASSESSMENT

Assessment refers to the tasks, activities, or procedures designed to obtain accurate information about student achievement. From the educator’s perspective, assessment helps answer these questions:

- What do students know?
- How will I know when they learned it?
- What will I do when they do learn it?
- What will I do if they don’t learn it?

Assessment activities should not only examine simple recognition or recall of information, but should also determine the extent to which students have integrated and made sense of information, whether they can apply it to situations that require reasoning and creative thinking, and use their knowledge of health education and physical education to communicate their ideas (K-U-D).

Different Types of Assessment

Formative assessment is done to monitor student learning which provides ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments can be a combination of both formal and informal methods and typically involve qualitative feedback for both student and teacher that focuses on the details of content and performance.

Summative assessment is used to evaluate student learning at the end of an instructional unit by comparing it against standards or benchmarks.

Diagnostic assessment or pre-assessment can provide teachers with information about each student’s prior knowledge before beginning instruction. You can use a diagnostic assessment to develop unit and lesson plans that provide differentiated instruction to meet student’s needs.

The unique nature of physical education calls for using multiple forms of assessment to clearly understand each student’s progress and to evaluate the impact of instructional strategies. Developing a variety of assessments will allow the students the opportunity to effectively demonstrate knowledge to verify that learning has taken place.

- **Performance assessments** require the student to create a product or demonstrate a skill, process, or concept. Performance assessments can also be used during game play to assess students' understanding of the offensive/defensive strategies and ability to perform skills. Rubrics or checklists are useful tools to complete this type of assessment and can be completed by either peers or teachers. Using video as a tool for the purpose of assessing student performance can be a valuable part of the learning process. Video can be used for self, peer, or teacher assessment. When using video it is important to note the following:
  - Videos taken for assessment purposes are not permitted to be shared publicly, posted electronically, or used for purposes other than assessment.
  - Videos are to be deleted once evaluated, but a written record (i.e. rubric, grading sheet, etc.) of the evaluation must be kept for grading purposes.

- **Self-assessment** enables students to examine their own work and reflect upon their accomplishments, progress, and development. The teacher may supply the student with assessment criteria or assist students in developing their own. This form of assessment assists students in developing the critical thinking and evaluative skills that lead to independent learning.
• **Cognitive Assessments** determine the knowledge and understanding students have gained within a particular unit or course of study. Cognitive assessments can be written or oral. (They should include multiple choice and extended/constructed response items.) Assessment tools used will vary depending on program needs and individual classroom management styles. The assessment methods selected for a particular activity should reflect attainment of the benchmarks.

**The Use of Assessment Rubrics**

An assessment rubric is a set of standards used to rate student’s proficiency on performance tasks (e.g., essays, short answer exercises, projects, portfolios, etc.). Rubrics can be thought of as scoring guides that permit consistency in assessment activities. A rubric often consists of a fixed scale describing levels of performance and a list of characteristics describing performance for each of the points on the scale. Alternatively, a rubric may describe different categories of performance that are not considered to be a “scale.” Rubrics provide important information to teachers, parents, and others interested in what students know, understand and can do.

**Fitness Evaluation**

Brevard County utilizes the Presidential Youth Fitness Program FITNESSGRAM® assessments to measure, track, and empower each student’s progress with the health-related assessment. FITNESSGRAM® assesses the main components of physical fitness which have been identified as being important because of their relationship to overall health and optimal function. Results are submitted to the district annually. Teachers are responsible to assess and provide data reports on:

1. **Aerobic Capacity**
   a. Pacer - 20 meter shuttle run
2. **Body Composition** – must select one:
   a. Percent of body fat
   b. Body mass index - height and weight
3. **Muscle Strength, Endurance and Flexibility**
   a. *Abdominal Strength and endurance*
      i. Curl-up test
   b. *Upper Body Strength and Endurance*
      i. Push-up
   c. *Trunk Extensor Strength & Flexibility*
      i. Trunk lift
   d. *Flexibility*
      i. Back-saver-sit and reach

Our long term objective is to develop students who are regularly active, able to self-assess their fitness levels, interpret assessment results, plan personal programs and motivate themselves to adhere to the program.

A personal fitness report reflecting FITNESSGRAM® assessments should be sent home to each students’ parent/guardian at least once each term to keep them informed of their students overall fitness levels and progress.

**NOTE:** While valuing physical fitness, this evaluation represents only a portion of our program.

**Fitness Links:**

- [http://www.fitnessgram.net/home/](http://www.fitnessgram.net/home/)
Grading in Physical Education

This curriculum has been designed so that several variables can be incorporated into composing student grades. A student’s grade should reflect mastery of standards listed in the Florida Department of Education Course Description based on a variety of assessments:

- Cognitive Assessments (written exams, journals, fitness plans, exit slips, etc.).
- Performance Task (skills assessment, choreography, demonstration of strategy within game play, etc.).
- Engagement in daily moderate/vigorous physical activity during class.

“Dressing out” should be reflected in standards that address responsible personal and social behaviors. It is the responsibility of each school’s physical education department to devise a unified grading scheme.
CLASSROOM MANAGEMENT
Classroom Management:
Physical education class is structured around a positive atmosphere in which the student learns and grows through physical movement. Students need structure and rules to guide appropriate behavior and to provide a safe atmosphere in which to learn. Classroom management and enforcement of rules are necessary elements of physical education to ensure safety and minimal disruption to the learning process.

Classroom management may vary from teacher to teacher but routines and rules must be established. In the teaching process, classroom management should be developed with the following suggestions:

1. Establish class routines for things like entry/exit, roll call, transitions and equipment clean up.
2. Institute class rules and safety procedures with input from students.
3. Consequences for inappropriate behavior are reasonable, clear, and consistently applied.
4. Effectively communicate the class rules to students, parents, staff and administration, (i.e., written handouts, discussions and posting rules).
5. Learn student names as quickly as possible.
6. Show respect to all students.
7. Start class on time with clear and specific instructions.
8. Directions, procedures and feedback are clear to students to avoid possible misunderstandings.
9. Maximize student’s time on task by keeping verbal directions simple and selecting activities that do not involve long wait times.
10. Establish a clear signal for starting and stopping activities.
11. To allow for smoother class flow when using groups, either pre-assign or use a quick grouping method.
12. Give both positive and specific feedback to students for behavior and skills.
13. When correcting behavior, focus feedback on the behavior and not on the student as a person.

Class Routines and Planning- Routines and planning are essential to good class management. The following information can assist in your planning process:

Sample Daily Class Schedule/Routine (45 minute class)
- 5 minutes- student created or student led warm-up/attendance
- 5 minutes- discussion of essential question, standards, and objectives
- 2-5 minutes- demonstration of skills/drills/activities
- 10-15 minutes- skill practice and activities
- 10 minutes- game play (skill focused, modified or tournament depending upon course and unit)
- 5 minutes- wrap-up, review, formative assessment and dismissal

Sample Daily Class Schedule/Routine (90 minute class/ block schedule)
- 5-10 minutes- student created or student led warm-up/attendance
- 10 minutes- fitness activities
- 5 minutes- discussion of essential question, standards and objectives
- 2-5 minutes- demonstration of skills/drills/activities
- 20 minutes- skill practice
- 5 minutes- formative assessment
- 20 minutes- game play (skill focused, modified or tournament depending upon course and unit)
- 5 minutes- wrap-up, review, formative assessment and dismissal
Unit Design
- Perform diagnostic assessments (pre-assess) of student knowledge and skill ability for each sport/skill.
- Differentiate instruction while maintaining the focus on standards and skill advancement.
- Post-assess at the end of the unit (cognitive and/or performance).
- The scope and sequence for this course is organized by DAYS. If a teacher is unable to teach an intended lesson within their unit (due to absence, weather, mower, etc.) additional days should be added to ensure full understanding.

Sport skill-based instruction and game play
- High school courses are designed to build upon the fundamental skills students learned in elementary and middle school, exposing students to advanced level skills, strategies and game play.
- Modified game play should always be used to emphasize skill development with the expectation of advancing toward game play that incorporates more standard rules and regulations.
- **Safety is always the priority** in physical education and **game play modifications for safety purposes prevail** over standard game play rules in any situation.
- Tournament play should only be initiated after instruction in skills, rules and strategy has taken place.
- Dodgeball and dodgeball related activities are not permitted.

Active Engagement
- ALL students should be engaged in daily lessons.
- Students should be actively participating in learning even though they may not be able to perform physical activity.
- Teachers are responsible for providing alternate learning activities for any student who may be medically excused or otherwise unable to perform the physical activities.
APPENDIX

- Scope and Sequence: HOPE/PE Variation
- Student worksheets
<table>
<thead>
<tr>
<th>Length</th>
<th>Unit</th>
<th>Concepts</th>
<th>Standards Addressed</th>
<th>Notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>HOPE: Expectations &amp; Safety</td>
<td>- Setting Expectations</td>
<td>HE.921.C.1.4</td>
<td>Textbook: Holt Lifetime Health TE pages- 590-591, 612-613</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establishing Procedures</td>
<td>HE.912.C.2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Class Safety (including heat related illness)</td>
<td>HE.912.C.2.6</td>
<td>Online: CPALEMS- Course Standards <a href="http://www.cpalms.org">www.cpalms.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Cyber Safety</td>
<td>HE.912.C.2.5</td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td>CL- Personal Wellness</td>
<td>- Healthy Lifestyle</td>
<td>HE.912.C.1.2</td>
<td>ELA &amp; Math Standards: Cluster in lessons with PE and/or Health standards. Not to be taught in isolation</td>
</tr>
<tr>
<td></td>
<td>PE- Cooperative Games</td>
<td>PE Suggested Activities:</td>
<td>HE.912.C.1.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Cooperative Games/ Project Adventure</td>
<td>HE.912.C.1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- FITNESSGRAM® Testing (goal setting based)</td>
<td>HE.912.C.1.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 5-6 classes</td>
<td>HE.912.C.1.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HE.912.C.2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HE.912.C.2.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HE.912.C.2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HE.912.C.2.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HE.912.C.2.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.M.1.14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.M.1.15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.M.1.19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.M.1.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.M.1.35</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.C.2.10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.C.2.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.C.2.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE.912.C.2.27</td>
<td></td>
</tr>
<tr>
<td>PE- FITNESSGRAM® Pre-test</td>
<td>PE- Activity Cluster A (Outdoor invasion games and activities)</td>
<td>PE- Developing a Personal Fitness Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Suggestions- soccer, flag football, rugby, team handball, TYPE activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UEQs What are the benefits of regularly participating in physical activity?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the significance of interrelationships in mental/emotional physical and social health?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits of Exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Related Fitness (body composition, muscular strength, muscular endurance, flexibility and cardiorespiratory endurance)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Related Fitness (agility, balance, power, speed, reaction time and coordination)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart Rate- calculating Target Heart Rate Zones- using 2 methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Principles: FITT, overload principle, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerobic vs anaerobic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injury</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic First Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heat Related Illness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOPE classes should have access to a weight training facility at least once a week for proper standards based instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook: Holt Lifetime Health TE Chapter 6, 14. Pages 576-611</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Fitness Chapters 4, 5, 11, 12, 13, 14, 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online: Florida Department of Health: <a href="http://www.floridahealth.gov">www.floridahealth.gov</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centers for Disease Control (CDC) <a href="http://www.cdc.gov">www.cdc.gov</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE Universe <a href="http://www.peuniverse.com/">http://www.peuniverse.com/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness Partner <a href="http://www.primusweb.com/fitnesspartner/active.htm">http://www.primusweb.com/fitnesspartner/active.htm</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## UEQs

- How can each of the health-related components of fitness be improved through the application of training principles?
- How do the skill-related components of fitness enhance performance?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How can learning first aid and injury prevention lead to a happy, healthy and successful lifestyle?

## 6 Weeks

30 Lessons

9 Health Standards
16 PE Standards
(25 total standards)

### CL - Nutrition

- nutrients
- food labels
- food groups
- sugar
- diets
- obesity
- malnutrition
- eating disorders
- food safety

**PE Suggested Activities:**
- basketball
- volleyball
- tennis/racket sports
- dance

### PE - Activity

**Cluster B**
(Indoor invasion games, volley, racket sports and dance)

**Fitness Plan Implementation**


## Personal Fitness Plan

- PE.L.4.2

**Personal Fitness Plan**

http://www.pbs.org/newshour/extra/teachers/lessonplans/health/fitness/fitforlife.html

**Textbook:**

Holt Lifetime Health TE Chapters 7-8

Personal Fitness Chapters 7, 8, 9

**Online:**

- CDC Nutrition:
  [www.cdc.gov/healthyyouth/nutrition/facts.htm](http://www.cdc.gov/healthyyouth/nutrition/facts.htm)
- Nutrition.Gov
  [www.nutrition.gov](http://www.nutrition.gov)
- My Plate
  [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/)

**Team Nutrition**
### 6 Weeks

30 Lessons

10 Health Standards

24 PE Standards

(34 total standards)

**CL- Drugs & Alcohol**

- substance abuse
- types of substances and their effects on the brain and body
- refusal skills,
- societal issues
- distracted and impaired driving

**PE- Fitness PE- Activity Cluster C**

(Base sports, cricket, tawkraw, Gaelic football, netball, korfball, etc.)

- base sports
- multicultural sports

**Fitness Plan Implementation:**

- weight training
- cardiorespiratory activities
- yoga

- weight training
- cardiorespiratory activities
- yoga

**HEQ:**

- How does what I eat affect my overall health?
- How can I apply the principles of training and conditioning to accommodate my individual needs?
- How can I improve my health and skill related fitness through participating in sport and games?

**UEQ:**

- How does what I eat affect my overall health?
- How can I apply the principles of training and conditioning to accommodate my individual needs?
- How can I improve my health and skill related fitness through participating in sport and games?

**PE:**

- weight training
- cardiorespiratory activities
- yoga

**PE Suggested Activities:**

- base sports
- multicultural sports

**Fitness Plan Implementation:**

- weight training
- cardiorespiratory activities
- yoga

**Textbook**

Holt Lifetime Health TE Chapters 9, 10, 11, 12

**Personal Fitness Chapter 17**

**Online:**

- [kidshealth.org](http://www.kidshealth.org)
- [preventofbrevardinc.net](http://www.preventofbrevardinc.net)
- [discoveryeducation.com](http://www.discoveryeducation.com)
- [healthypeople.gov](http://www.healthypeople.gov)
- [U.S. Department of Health & Human Services](http://www.hhs.gov)

**Website Resources:**

- [http://www.eatright.org/NNM/content.asp?id=5342#.UqtYRGCA0dU](http://www.eatright.org/NNM/content.asp?id=5342#.UqtYRGCA0dU)
- [http://www.pecentral.org/](http://www.pecentral.org/)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CL - Relationships &amp; Bullying</td>
<td>PE Suggested Activities:</td>
<td>• healthy/unhealthy relationships</td>
<td>• rape</td>
<td>• domestic violence</td>
<td>• abuse</td>
<td>• bullying</td>
<td>• suicide prevention</td>
<td>He.912.C.2.3, He.912.C.2.2, He.912.C.2.5, He.912.C.2.8, He.912.C.2.9, He.912.C.2.7, He.912.P.8.1,</td>
<td>Holt Lifetime Health TE Chapters 4 &amp; 5</td>
<td>Bullying</td>
<td><a href="http://www.stopbullying.gov/what-is-bullying/">http://www.stopbullying.gov/what-is-bullying/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suicide Prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NASPE Teacher Toolbox</td>
</tr>
<tr>
<td>6 Weeks</td>
<td>CL- Human Sexuality</td>
<td>PE- Fitness Assessment*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 Lessons</td>
<td>See Curriculum Guide</td>
<td>FITNESSGRAM® post test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Human Sexuality Lessons</td>
<td>*breast/testicular cancer</td>
<td>Evaluate personal fitness plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 PE Standards</td>
<td>UEQ-</td>
<td>What are the steps and key components for developing a physical fitness program to have lifelong benefits?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Health Standards</td>
<td>How does participation in FITNESSGRAM® aid you in setting personal fitness goals?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(assessment based)</td>
<td>PE.912.M.1.12,</td>
<td>Brevard Public Schools Human Sexuality Curriculum Guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.M.1.14,</td>
<td>*Recommended for the last 6 weeks of instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.M.1.19,</td>
<td>FITNESSGRAM®</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.M.1.34,</td>
<td><a href="http://www.fitnessgram.net/home/">http://www.fitnessgram.net/home/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.M.1.35,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.C.2.10,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.C.2.17,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.C.2.22,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.C.2.23,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.C.2.25,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.C.2.6,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.3.1,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.3.2,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.C.2.25,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.3.4,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.3.5,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.4.1,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.4.4,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.4.5,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.L.4.7,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.R.5.5,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.R.6.1,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.912.R.6.2,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.912.P.8.1,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.912.P.8.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alternative Assignments

This section will offer ideas and suggestions of assignments for students to complete who are unable to participate in physical education due to medical issues and/or parent notes.

Suggested resources for obtaining articles:
- [http://learning.blogs.nytimes.com/](http://learning.blogs.nytimes.com/) has health/physical education related articles that students can access. Reading comprehension questions are provided for each article for students to answer.
- *Current Health 1 and 2* is produced by Weekly Reader.
- Four sample worksheets are provided.

<table>
<thead>
<tr>
<th><strong>1 Day</strong></th>
<th><strong>2 Day</strong></th>
<th><strong>5 Day</strong></th>
<th><strong>10 Day+</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On the Sidelines in P.E. Worksheet (2 pages)</strong></td>
<td><strong>Internet Based Research Worksheet (3 Pages)</strong></td>
<td>Complete a 5-10 minute presentation on a topic appropriate to the unit missed.</td>
<td>Create a board-game activity.</td>
</tr>
<tr>
<td>Reflection: Why I am not participating in physical education today.</td>
<td>Health, fitness, and/or nutrition related articles</td>
<td>Components of fitness — identify and describe the components of health and skill related fitness and explain how they are relevant to the current unit or lesson.</td>
<td>“ABC” book on a specific topic.</td>
</tr>
<tr>
<td><strong>Responsibilities of the Teacher’s Assistant (1 Page)</strong></td>
<td>Fitness related articles</td>
<td>Create a PowerPoint presentation on a topic approved by your teacher.</td>
<td>Fad diet presentation.</td>
</tr>
<tr>
<td><strong>Skills Summary- Observation: Student class observation report (1 page)</strong></td>
<td>Teacher assistant worksheet</td>
<td>Create a deck of 50 flash cards for the unit. Cards can be based on vocabulary, skills, strategies or fitness.</td>
<td>Write a children’s book about nutrition, sport or physical activity.</td>
</tr>
<tr>
<td>Textbook assignment</td>
<td>Nutrition-related articles</td>
<td>Read a health or sport related book and create a book report/poster.</td>
<td>Create a 5 day nutrition and exercise plan.</td>
</tr>
<tr>
<td><em>Current Health</em> magazine article</td>
<td>Research: Focus on pop fitness culture</td>
<td>Presentation on international games.</td>
<td></td>
</tr>
<tr>
<td>Current Event</td>
<td><a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></td>
<td>Create a poem about Physical education.</td>
<td></td>
</tr>
</tbody>
</table>
“ON THE SIDELINES IN P.E.” Worksheet

Directions:

Answer the following questions during our class.

1. Why are you unable to participate in PE today?

2. Explain today’s warm-up activities and how they prepared the class for activity.

3. Summarize today’s lesson focus (include the essential question).

4. What activities were performed during today’s lesson?

5. How did they relate to the essential question?

6. Choose a classmate to watch for 5 minutes during class. Write down what he/she was doing for those 5 minutes. Do not mention the name of the student.

7. What did you learn during today’s lesson?

NOTE: In order to get maximum credit for this assignment, answers must have adequate detail. Please use full sentences when writing your responses.
RESPONSIBILITIES OF THE TEACHER’S ASSISTANT

So…

you have been assigned
to be a teacher’s assistant for a day.

What are you supposed to do?

In order to receive full credit for the day, you will need to do the following:

• Make notes about the skills you observe in class today.
• Observe different classmates throughout the period and write down how the activities are helping them learn concepts or master skills.
• Share those observations with the class.
• Act as score keeper or game statistician.
• Act as referee (demonstrate understanding of rules and safety).

*Your teacher may ask you to do some or all of these tasks. Tasks will vary based on individual situation.

If you choose not to do those things listed above, you will not receive your full daily credit!
Student Class Observation Report

1. What specific sport-related skill(s) were taught in today’s lesson?

2. In the space below, describe how to perform that skill, as if you were teaching somebody who was learning the skill for the first time.

3. Why is it important to develop mastery of the skill?

4. Observe somebody in class who is very proficient with the skill. Observe another person who has only a basic level of understanding with the skill. Compare and contrast the two students.
Personal Wellness Program/Plan

Directions: Use your FITNESSGRAM® results to complete your wellness program/plan.

1. Health-Related Fitness: Cardiorespiratory Fitness:
   a. What is your goal for this area? __________________________________________
      ______________________________________________________________________
      ______________________________________________________________________

   b. What three activities will you do (outside of school) to help improve this area of fitness?
      ______________________________________________________________________
      ______________________________________________________________________
      ______________________________________________________________________

2. Health-Related Fitness (choose one): muscular strength, flexibility, OR muscular endurance
   a. What is your goal for this area? __________________________________________
      ______________________________________________________________________
      ______________________________________________________________________

   b. What three activities will you do (outside of school) to help improve this area of fitness?
      ______________________________________________________________________
      ______________________________________________________________________
      ______________________________________________________________________

   c. How can you get your family involved in improving their fitness with you?
      ______________________________________________________________________
      ______________________________________________________________________
      ______________________________________________________________________

Reflection:

Did you meet your goals? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Optional: Parent Signature: ________________ Student Signature: _____________________
Personal Wellness Program/Plan
Using your goals from your Wellness Program/Plan to create a Physical Activity plan using the F.I.T.T principle:

<table>
<thead>
<tr>
<th></th>
<th>Frequency (How often?)</th>
<th>Intensity (How hard?)</th>
<th>Time (How long?)</th>
<th>Activity (Type) (What?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>3 times per week</td>
<td>Target Heart Rate: 130</td>
<td>30-40 minutes</td>
<td>Jogging</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why did you choose the types of activities in your wellness plan?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Did you participate in these activities by yourself or with others? Why or why not?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Optional: Parent Signature: _____________________ Student Signature: ________________________
Target heart rate zones:

For moderate-intensity physical activity, your target heart rate should be 50 to 70% of your maximum heart rate. Maximum heart rate can be obtained by subtracting your age from 220. For example, for a 50 year-old person, the estimated maximum heart rate would be calculated as 220 - 50 years = 170 beats per minute (bpm). The 50% and 70% levels would be:

- 50% level: 170 x 0.50 = 85 bpm, and
- 70% level: 170 x 0.70 = 119 bpm

Thus, moderate-intensity physical activity for a 50 year-old person will require that the heart rate remains between 85 and 119 bpm during physical activity.

For vigorous-intensity physical activity, your target heart rate should be 70 to 85% of your maximum heart rate. To calculate this range, follow the same formula as used above, except use 70% and 85%". For example, for a 35-year-old person, the estimated maximum age-related heart rate would be calculated as 220 - 35 years = 185 beats per minute (bpm). The 70% and 85% levels would be:

- 70% level: 185 x 0.70 = 130 bpm, and
- 85% level: 185 x 0.85 = 157 bpm

Target Heart Rate Zone

Now find your Target Heart Rate Zones.

\[
\text{MaxHR} \times 0.50 = \text{bpm (50% level)} \\
\text{MaxHR} \times 0.70 = \text{bpm (70% level)} \\
\text{MaxHR} \times 0.85 = \text{bpm (85% level)}
\]

Moderate Zone ______ - _______ bpm  Vigorous Zone_______ - ________bpm
NAME__________________________

Nutrition Log

Nutrition Log Dates: ______________

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Food Intake</th>
<th>Calories Consumed</th>
<th>Calories Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Food Intake</th>
<th>Calories Consumed</th>
<th>Calories Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# WEIGHT TRAINING LOG

**DAY 1 - Muscle(s):**

<table>
<thead>
<tr>
<th>EXERCISE</th>
<th>SET</th>
<th>REPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DAY 2 - Muscle(s):**

<table>
<thead>
<tr>
<th>EXERCISE</th>
<th>SET</th>
<th>REPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DAY 3 - Muscle(s):**

<table>
<thead>
<tr>
<th>EXERCISE</th>
<th>SET</th>
<th>REPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DAY 4 - Muscle(s):**

<table>
<thead>
<tr>
<th>EXERCISE</th>
<th>SET</th>
<th>REPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cardio Day Activities:**
Weight Training
Muscle Group Splits

<table>
<thead>
<tr>
<th>Simple Three Day Split</th>
<th>Simple Four Day Split</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 - Chest/Back/Abs</td>
<td>Day 1 - Chest/Back</td>
</tr>
<tr>
<td>Day 2 - Thighs/Hamstrings/Calves</td>
<td>Day 2 - Thighs/Hamstrings</td>
</tr>
<tr>
<td>Day 3 - Shoulders/Biceps/Triceps</td>
<td>Day 3 - Shoulders/Calves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Related Components Split</th>
<th>4 Day Upper/Lower Split</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Monday</strong>: Upper Body Workout</td>
</tr>
<tr>
<td><strong>Monday</strong>: Chest, Shoulders, Back</td>
<td><strong>Tuesday</strong>: Lower Body Workout</td>
</tr>
<tr>
<td><strong>Tuesday</strong>: Flexibility</td>
<td><strong>Wednesday</strong>: Cardio or Flexibility</td>
</tr>
<tr>
<td><strong>Wednesday</strong>: Legs &amp; Abs</td>
<td><strong>Thursday</strong>: Upper Body Workout</td>
</tr>
<tr>
<td><strong>Thursday</strong>: Cardio</td>
<td><strong>Friday</strong>: Lower Body Workout</td>
</tr>
<tr>
<td><strong>Friday</strong>: Triceps, Biceps</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper/Lower Focus Split</th>
<th>Push/Pull Split</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>Monday</strong>: Chest, Shoulders &amp; Triceps</td>
<td><strong>Monday</strong>: Chest, Shoulders &amp; Triceps + Quads &amp; Calves</td>
</tr>
<tr>
<td><strong>Tuesday</strong>: Back &amp; Biceps</td>
<td><strong>Tuesday</strong>: Cardio</td>
</tr>
<tr>
<td><strong>Wednesday</strong>: Legs &amp; Abs</td>
<td><strong>Wednesday</strong>: Back &amp; Biceps + Hamstrings &amp; Abs</td>
</tr>
<tr>
<td><strong>Thursday</strong>: Chest, Shoulders &amp; Triceps</td>
<td><strong>Thursday</strong>: Flexibility</td>
</tr>
<tr>
<td><strong>Friday</strong>: Triceps, Biceps</td>
<td><strong>Friday</strong>: Chest, Shoulders &amp; Triceps + Quads &amp; Calves</td>
</tr>
</tbody>
</table>

**Week 2**

| **Monday**: Back & Biceps + Hamstrings & Abs |
| **Tuesday**: Flexibility |
| **Wednesday**: Chest, Shoulders & Triceps + Quads & Calves |
| **Thursday**: Flexibility |
| **Friday**: Back & Biceps + Hamstrings & Abs |

High School Programs Curriculum ~ Updated July 2014
Soccer Skills Assessment Card

Performers Name: ____________________________ Date: _____________

Assessor’s Name: ____________________________ Date: _____________

Instructions

1. Use this tool at the beginning of the unit to establish the student’s starting skill level and at the end of the unit to assess progression and skill development.
2. Have the student perform the skill several times or watch execution during game play.
3. If the student performs the skill correctly three out of five times, check the box next to the skill to indicate that the skill has been accomplished.

Control-Receiving

☐ Controls ball using inside of foot.
☐ Controls ball using thigh.
☐ Distributes body weight, so that they are able to move backwards, forwards or sideways.
☐ Judges ball flight speed appropriately.

Dribbling

☐ Dribbles forward using the top of foot.
☐ Uses inside of foot to quickly change direction.
☐ Uses sole of foot to change ball direction.
☐ Dribbles up field with ball while walking.
☐ Dribbles up field with ball while running.

Passing

☐ Squares up ball, player and target in a straight line.
☐ Makes eye contact with intended receiver.
☐ Follows through in direction of intended receiver kicking foot.
☐ Places kicking foot flat against back of ball.
☐ Contacts ball with the toes pulled up, foot parallel to ground and ankle locked.

Shooting

☐ Approaches ball form side.
☐ Places non kicking foot by side of ball.
☐ Controls ball before shooting.
Base Sports Fielding & Lineup Worksheet

Teacher & Period ________________________________________________

Team Name __________________

Captain ____________________                         Co-Captain _________________

Field Positions

Catcher _________________
Pitcher _________________
1st base__________________
2nd base __________________
Shortstop _________________
3rd base _________________
Right field _________________
Center field _________________
Left field _________________

LINEUP
1______________________
2______________________
3______________________
4______________________
5______________________
6______________________
7______________________
8______________________
9______________________
NON-DISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all students to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law. Students should review Board Policy 1362 – Anti-Harassment for further clarification.

The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), and the Boy Scouts of America Equal Access Act.

A student having a grievance concerning discrimination may contact:

Dr. Brian T. Binggeli  
Superintendent  
Brevard Public Schools

Ms. Cyndi Van Meter  
Associate Superintendent  
Division of Curriculum and Instruction  
Equity Coordinator

Mr. Robin L. Novelli  
Director  
High School Programs

Ms. Pamela Treadwell  
Director  
ESE Administrative Support Services  
ADA/Section 504 Coordinator

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6601  
(321) 633-1000

It is the policy of the School Board of Brevard County not to discriminate against employees or applicants for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment. Employees or applicants should review Board Policy 3362 and/or 4362 – Anti-Harassment for further clarification.

An employee or applicant having a grievance concerning employment may contact:

Ms. Susan Standley  
Director  
Office of Compensation & Benefits

Mr. James Hickey  
Director  
Human Resources Services & Labor Relations

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6601  
(321) 633-1000

This publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, Braille or audiotape. Telephone or written requests should include your name, address, and telephone number. Requests should be made to Kim Parker, Exceptional Education Projects, 633-1000, extension 535, at least two (2) weeks prior to the time you need the publication.