



Course Outline: HOPE and HOPE Variation

Purpose: The purpose of this course is to develop and enhance behaviors that influence healthy lifestyle choices, student health and physical fitness. Students will combine learning principles and background knowledge in a classroom setting with physical application. The majority of this course should be spent engaging in physical activity. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Injury Prevention and Safety, Internet Safety, Nutrition, Personal health, Prevention and Control of Disease, Substance Use and Abuse Prevention, Awareness of the Benefits of Abstinence, Prevention of Teen Dating Violence and Abuse, Resiliency Education.

Standards: [HOPE-Physical Education \(Core\) - 3026010 | "CPALMS.org"](#); [HOPE-Physical Education Variation - 1506320 | "CPALMS.org"](#)

Length: 36 Week Course (1 Year)

Textbook Resources: N/A

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Weeks	Unit	Lesson Concept	Standards Addressed	BCPS Resources	Everfi Courses (Module)
1-3	Introduction to class Unit 1: Foundations of Fitness, Mental Health & Responsibility	Physical and Health Education Components: Responsibility, Accountability, Communication, Respect, Teamwork, Decision-Making, Perseverance, Habit, Lifestyle, Mental Health, Physical Health, Protective Factors, Fitness	HE.912.PHC.1.3, 1.4, 3.3, 3.4 HE.912.R.1.1, 2.2, 2.3, 2.4, 2.6, 2.7, 4.1, 4.4, 5.2, 5.3, 5.4, 5.5 PE.912.C.2.10 PE.912.L.4.3	BCPS HOPE Canvas Resources	Understanding Mental Wellness (1,4,5,6) Character Playbook (1,2,3,4,5)
4-6	Unit 2: Energy Systems, Intensity, and Cardiorespiratory Training	Physical and Health Education Components: Cardiorespiratory Endurance, Aerobic Activity, Anaerobic Activity, Heart Rate, Target Heart Rate Zone, Intensity, Recovery, Heat Exhaustion, Heat Stroke, Dehydration	PE.912.C.2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.15, 2.16, 2.17 PE.912.L.3.2 PE.912.M.1.13, 1.15 PE.912.MA.K12.MTR.7.1	BCPS HOPE Canvas Resources	
7-9	Unit 3: Muscular Strength, Endurance & Biomechanics	Physical and Health Education Components: Muscular Strength, Muscular Endurance, Training Principles, Overload, Progression, Biomechanics, Alignment, Force, Stability, Skill-Related Fitness, Agility, Balance, Coordination, Power, Reaction Time, Speed	PE.912.C.2.11, 2.14, 2.22 PE.912.L.4.5, 4.6 PE.912.M.1.12, 1.16, 1.19, 1.33, 1.34 PE.912.R.5.3	BCPS HOPE Canvas Resources	
10-12	Unit 4: Personal Fitness, Nutrition, and Performance	Physical and Health Education Components: Energy Balance, Caloric Intake, Caloric Expenditure, Macronutrients, Carbohydrates, Protein, fats, ATP, caloric Density, Metabolism, Consumer Fitness	PE.912.C.2.13, 2.18 PE.912.L.3.3, 3.5 HE.912.PHC.2.7, 3.7, 3.10 HE.912.CH.1.2 HE.912.R.2.2, 2.5 MA.K12.MTR.1.1, 2.1, 3.1, 6.1, 7.1	BCPS HOPE Canvas Resources	

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		Products, Fact vs Fallacy, Wellness, Risk Behavior, Stress Management			
13-15	Unit 5: Health Influences and Decision Making	Physical and Health Education Components: Influence, Internal Influence, External Influence, Norms, Perceived Norms, Peer Pressure, Culture, Social Determinants of Health, Media Influence, Advocacy, Digital Citizenship, Misinformation, Risk Behavior, Protective Factors	HE.912.CEH.2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 4.2 HE.912.PHC.2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 4.3 ELA.K12.EE.4.1, 6.1	BCPS HOPE Canvas Resources	HonorCode (1-5) Ignition (1, 2, 3, 6)
16-18	Unit 6: CPR, Review, Make-Up Days,	Physical and Health Education Components: Cardiac Arrest, Cardiopulmonary Resuscitation (CPR), Compressions, Automated External Defibrillator (AED)	PE.912.C.2.25 Cumulative Units 1-5	BCPS HOPE Canvas Resources	
19-21	Unit 7: Personal Fitness Plan	Physical and Health Education Components: SMART Goal, Baseline, Progress Monitoring, Fitness Plan, Qualitative Data, Quantitative Data, Fitness Components, Specificity, Progression, Overload	PE.912.L.4.1, 4.2, 4.4, 4.5, 4.7 PE.912.C.2.23 PE.912.M.1.14 HE.912.R.2.3, 2.4	BCPS HOPE Canvas Resources	

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22-24	Unit 8: Substance Use and Abuse	Physical and Health Education Components: Substance Use, Substance Misuse, Substance Abuse, Drug, Marijuana/Cannabis, THC, Nicotine, Prescription Drug Misuse, Blood Alcohol Concentration (BAC), Binge Drinking, Alcohol Poisoning, Alcohol, Vaping, Opioids, Stimulants	HE.912.SUA.1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 1.10, 2.2, 3.1, 5.1 HE.912.PHC.3.7 HE.912.R.2.6	BCPS HOPE Canvas Resources	Prescription Drug Safety (1-6) AlcoholEDU (1-5) Vaping Know the Truth (1-6)
25-27	Unit 9: Injury Prevention, Public Safety, and Community Health Advocacy	Physical and Health Education Components: Injury Prevention, Risk Factor, Susceptibility, Sprain, Strain, Fracture, Concussion, Overuse Injury, Dehydration, Hydration, Heat Cramps, Heat Exhaustion, Heat Stroke, First Aid, Emergency Response, CPR, AED, Sudden Cardiac Arrest, Prevention Strategy, Advocacy	HE.912.CEH.3.1, 3.2, 3.6, 4.1, 4.2 HE.912.PHC.3.7 PE.912.C.2.25 PE.912.M.1.35 PE.912.L.3.6	BCPS HOPE Canvas Resources	
28-30	Unit 10: Lifetime Activities & Stress Management	Physical and Health Education Components: Stress, Stressor, Acute Stress, Chronic Stress, Eustress, Distress, Stress Response, Coping Strategy, De-escalation, Lifetime Activity, MVPA, Community Opportunity	PE.912.L.3.1, 3.3, 3.4, 3.5 PE.912.R. 4.2, 4.3, 6.1, 6.2, 6.3	BCPS HOPE Canvas Resources	Understanding Mental Wellness (2,3)
31-33	Unit 11: Advanced Sport Application Performance Analysis	Physical Education and Health Education Components: Skill-Related Fitness, Agility, Balance, Coordination, Power, Reaction Time, Speed, Movement Transfer, Body Alignment, Biomechanics, Mechanical	PE.912.C.2.14, 2.27 PE.912.M.1.15, 1.19, 1.33, 1.34 PE.912.R.5.2, 5.3	BCPS HOPE Canvas Resources	

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		Principles, Technical Movement, Sportsmanship			
34-36	Unit 12: Wellness Planning, Health Literacy, CPR Review, and Final Exam	Physical Education and Health Education Components: Wellness, Physical Wellness, Emotional Wellness, Social Wellness, Intellectual Wellness, Environmental Wellness, Financial Wellness, Wellness Plan, Health Literacy, Quality of Life Cumulative Review of Units 1-11	HE.912.CEH.3.6 HE.912.R.2.5 PE.912.L.4.7 Cumulative Units 1-11	BCPS HOPE Canvas Resources	Health Care Literacy (1-3) Mind Your Money (1,2,3,4)

English Language Development ELD Standards Special Notes Section: [si.pdf \(windows.net\)](#)

Course Standards Directory

Name	Description	Unit(s)
HE.912.CEH.2.1:	Assess how the school and community can affect personal health practices and behaviors.	5
HE.912.CEH.2.2:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Examples: Seat belt laws, emergency drills, underage alcohol sales	5, 9
HE.912.CEH.2.3:	Propose strategies to avoid risks on social media and the internet. Examples: Limiting screen time to under two hours a day to avoid physical health risks, reporting messages from unknown senders, not sharing personal information online.	5
HE.912.CEH.2.6:	Analyze how culture supports and challenges health beliefs, practices, and behaviors.	5
HE.912.CEH.2.7:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	5
HE.912.CEH.2.8:	Evaluate how the social determinants of health impact a community's health, wellbeing, and quality of life. Examples: Low birth rates, higher obesity rates, higher mortality rates, higher rates of disease due to contributing factors.	5
HE.912.CEH.2.9:	Identify computer related laws and analyze their impact on internet safety.	5

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	Examples: Digital privacy, security, intellectual property, network access, harassment.	
HE.912.CEH.3.1:	Analyze community strategies for prevention, detection, and treatment of communicable and chronic diseases.	9
HE.912.CEH.3.2:	Propose community strategies to reduce or prevent injuries and health problems. Examples: Street lighting, road signs, health fairs, car seat fittings.	9
HE.912.CEH.3.6:	Design a campaign promoting health literacy that would result in a variety of positive health and quality of life outcomes. Examples: Brochures, posters, public service announcements that promote healthy behavior outcomes.	9, 12
HE.912.CEH.4.1:	Develop a resource that influences and supports others in making positive health choices. Examples: Positive health choices may include safe driving practices, cardiopulmonary resuscitation certification, recognizing signs of teen dating violence/abuse.	9
HE.912.CEH.4.2:	Demonstrate leadership skills by advocating for personal, family, and community health. Examples: Writing to government agencies, lead a student group, meet with community leaders	5, 9
HE.912.CH.1.2:	Describe resources or services that facilitate achieving personal health goals.	4

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	Examples: healthcare services, fitness centers, healthy food options	
HE.912.PHC.1.3:	Analyze the role of individual responsibility in enhancing health.	1
HE.912.PHC.1.4:	Interpret the significance of interrelationships in mental and physical health.	1
HE.912.PHC.2.1:	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices	5
HE.912.PHC.2.3:	Analyze how friends and peers influence the health of individuals.	5
HE.912.PHC.2.4:	Analyze how family and culture influence the health of individuals.	5
HE.912.PHC.2.5:	Analyze how heredity and family history can impact personal health.	5
HE.912.PHC.2.7:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.	4, 5
HE.912.PHC.2.9:	Analyze the impacts of technology and social media on popular culture and personal life.	5
HE.912.PHC.3.3:	Identify protective factors that help to mitigate the risks of suicide and mental health disorders.	1
HE.912.PHC.3.4:	Recognize the signs, symptoms and how to seek treatment or support for mental health disorders.	1

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HE.912.PHC.3.7:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.	4, 8, 9
HE.912.PHC.3.10:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.	4
HE.912.PHC.4.3:	Develop strategies to combat cyberbullying and online harassment. Examples: Social media campaign for mental health, reporting online harassment and suspicious behavior, spreading awareness.	5
HE.912.R.1.1:	Demonstrate effective and respectful communication skills and strategies.	1-12
HE.912.R.2.2:	Analyze different perspectives to inform responsible decision-making.	1, 4
HE.912.R.2.3:	Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.	1, 7
HE.912.R.2.4:	Implement strategies and monitor progress in achieving a personal goal.	1, 7
HE.912.R.2.5:	Formulate an effective long-term plan to include all dimensions of wellness.	4, 12
HE.912.R.2.6:	Analyze how actions and reactions can influence one to respond in different situations.	1, 8
HE.912.R.2.7:	Evaluate strategies that assist with managing challenges or setbacks.	1
HE.912.R.4.1:	Analyze the importance of character and grit to achieve successful outcomes.	1

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HE.912.R.4.2:	Generate and apply alternative solutions when solving problems or resolving conflict.	10
HE.912.R.4.3:	Describe ways to anticipate, avoid or de-escalate conflicts.	10
HE.912.R.4.4:	Identify the importance of perseverance when facing difficulty solving a problem.	1
HE.912.SUA.1.1:	Differentiate between various levels of alcohol consumption and its effects on the body. Examples: Standard drink vs. excessive/heavy/binge drinking, effects on blood alcohol concentration.	8
HE.912.SUA.1.2:	Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.	8
HE.912.SUA.1.4:	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.	8
HE.912.SUA.1.5:	Analyze the physical, mental, social and legal consequences of marijuana/THC use.	8
HE.912.SUA.1.7:	Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.	8
HE.912.SUA.1.9:	Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.	8
HE.912.SUA.1.10:	Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.	8

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<u>HE.912.SUA.2.2:</u>	Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.	8
<u>HE.912.SUA.3.1:</u>	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.	8
<u>HE.912.SUA.5.1:</u>	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.	8
<u>HE.912.SUA.5.2:</u>	Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.	8
<u>PE.912.C.2.6:</u>	Compare and contrast the health-related benefits of various physical activities.	2
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.	2
<u>PE.912.C.2.8:</u>	Differentiate between the three different types of heat illnesses associated with fluid loss.	2
<u>PE.912.C.2.9:</u>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.	2
<u>PE.912.C.2.10:</u>	Analyze long-term benefits of regularly participating in physical activity.	1
<u>PE.912.C.2.11:</u>	Explain how each of the health-related components of fitness are improved through the application of training principles.	2, 3
<u>PE.912.C.2.12:</u>	Compare and contrast aerobic versus anaerobic activities.	2

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<u>PE.912.C.2.13:</u>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.	4
<u>PE.912.C.2.14:</u>	Compare and contrast the skill-related components of fitness used in various physical activities.	3, 11
<u>PE.912.C.2.15:</u>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.	2
<u>PE.912.C.2.16:</u>	Explain the methods of monitoring levels of intensity during aerobic activity.	2
<u>PE.912.C.2.17:</u>	Assess physiological effects of exercise during and after physical activity.	2
<u>PE.912.C.2.18:</u>	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.	4
<u>PE.912.C.2.22:</u>	Explain the skill-related components of fitness and how they enhance performance levels.	3
<u>PE.912.C.2.23:</u>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.	7
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.	6,9
<u>PE.912.C.2.27:</u>	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.	11

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<u>PE.912.L.3.1:</u>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.	10
<u>PE.912.L.3.2:</u>	Participate in a variety of activities that promote the health-related components of fitness.	1-12
<u>PE.912.L.3.3:</u>	Identify a variety of activities that promote effective stress management.	4, 10
<u>PE.912.L.3.4:</u>	Identify the in-school opportunities for participation in a variety of physical activities.	10
<u>PE.912.L.3.5:</u>	Identify the community opportunities for participation in a variety of physical activities.	4, 10
<u>PE.912.L.3.6:</u>	Identify risks and safety factors that may affect physical activity throughout life.	9
<u>PE.912.L.4.1:</u>	Design a personal fitness program.	7
<u>PE.912.L.4.2:</u>	Identify ways to self-assess and modify a personal fitness program.	7
<u>PE.912.L.4.3:</u>	Identify strategies for setting goals when developing a personal fitness program.	1
<u>PE.912.L.4.4:</u>	Use available technology to assess, design and evaluate a personal fitness program.	7
<u>PE.912.L.4.5:</u>	Apply the principles of training to personal fitness goals.	3, 7
<u>PE.912.L.4.6:</u>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	3

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PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.	7, 12
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.	3
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.	2
PE.912.M.1.14:	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.	7
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.	2, 11
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.	3
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.	3, 11
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.	3, 11
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.	3, 11
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.	1-12

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<u>PE.912.R.5.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	1, 11
<u>PE.912.R.5.3:</u>	Demonstrate sportsmanship during game situations.	1, 11
<u>PE.912.R.5.4:</u>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.	1-12
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	1-12
<u>PE.912.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	10
<u>PE.912.R.6.2:</u>	Analyze physical activities from which benefits can be derived.	10
<u>PE.912.R.6.3:</u>	Analyze the roles of games, sports and/or physical activities in other cultures.	10
<u>MA.K12.MTR.1.1:</u>	Actively participate in effortful learning both individually and collectively.	4
<u>MA.K12.MTR.2.1:</u>	Demonstrate understanding by representing problems in multiple ways.	4
<u>MA.K12.MTR.3.1:</u>	Complete tasks with mathematical fluency.	4
<u>MA.K12.MTR.4.1:</u>	Engage in discussions that reflect on the mathematical thinking of self and others.	5

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MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts.	4
MA.K12.MTR.6.1:	Assess the reasonableness of solutions.	4
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts.	2, 4
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.	5
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.	5
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.	6
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.	5
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	1, 5