***Order of Document: 6th Grade Fitness-7th Grade Team Sports- 8th Grade Individual/Dual Sports***

6th Grade Fitness

The intention of the Learning Map is to provide a consistent scope and sequence for the course across the district. While the instruction and resources will be based on the needs of the students, the expectation is that every student enrolled in the course will learn the standards in each module. **The standards listed within each module do not necessarily represent the order the standards are taught**.

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| **Module 1** |  | Content standard | Student Learning outcomes | [Vocabulary](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=G7ust4131%2fuHa%2bDFqbKuAMUa1XOTJpFnfZ1uohjtiiQ%3d&docid=021d0b9aa1362426b859edc6d230400ca) | [Assessments](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=fPc9G6dZ%2b%2b%2b8Dzk4YNLHMXpsh18m6JG5s2eq37zxPrA%3d&docid=07e236acb5b31422197340451c6234186) |
| **Goal Setting/Evaluating**  *(Approximately 4 weeks)* | [PE.6.L.4.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7859)  [PE.6.L.4.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7857)  [PE.6.L.4.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7858)  [PE.6.L.4.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7860)  [PE.6.C.2.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/7635)  [PE.6.M.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7976)  [PE.6.C.2.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/7637)  [PE.6.C.2.11:](http://www.cpalms.org/Public/PreviewStandard/Preview/7642)  [HE.6.B.6.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7177) | * Students will use technology to assess, design and evaluate a personal fitness program in collaboration with a teacher. * Students will be able to develop goals and strategies for a personal fitness program, including a variety of physical activities. * Students will determine their personal target heart rate zone, perform at least three activities to achieve it, and explain how to adjust the intensity level to stay within the desired range. * Students will list methods of monitoring intensity level during aerobic activity. * Students will prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results. * Students use various methods to measure personal health status. | -Target Heart Rate  -Target Heart Rate Zone  -Aerobic Exercise  -Anaerobic Exercise  -Calories  -Energy  -Body Mass Index (BMI)  -Heart Rate Monitor  -Pedometer  -Blood pressure  -Stress Management | [**Module 1 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=IxLrkDOok5RYFTDcsLgU8yrozDcOXJofMY3q5hxzYcQ%3d&docid=016e3159e826c4c4e96c4edc7864700e5) |
| **MODULE 2** | **Benefits of Fitness**  *(Approximately 5 weeks)* | [PE.6.L.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7800)  [PE.6.L.3.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7802)  [PE.6.R.6.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7914)  [PE.6.L.3.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7808)  [PE.6.C.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7631)  [PE.6.R.6.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7913)  [PE.6.M.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7975)  [PE.6.M.1.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7979)  [PE.6.C.2.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7633)  [PE.6.C.2.13:](http://www.cpalms.org/Public/PreviewStandard/Preview/7645)  [PE.6.M.1.11:](http://www.cpalms.org/Public/PreviewStandard/Preview/7985)  [PE.6.C.2.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/7639) | * Students will participate in moderate to vigorous physical activity on a daily basis. * Students will identify the potential benefits, including promotion of stress management, while participating in a variety of physical activities. * Students will describe long-term benefits of regular physical activity. * Students will identify community opportunities for participation in a physical activity that contributes to personal enjoyment and maintenance of a healthy lifestyle. * Students will demonstrate and perform movements using a variety of equipment to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility, and proper body composition. * Students will classify activities as aerobic or anaerobic. * Students will list and apply appropriate warm up and cool down techniques and the reasons for using them. * Students will explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest. | -Moderate Activity  -Vigorous Activity  -Stress Management  --Cardiorespiratory endurance  -Muscular strength  -Muscular endurance  -Flexibility  -Body composition  -Aerobic Exercise  -Anaerobic Exercise  -Warm up technique  -Cool down technique  -Heart Rate  -Recovery Phase | [**Module 2 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=arzJrS8Dq8cdPDUAzjDTgQRuenn%2fnxxVKr2mYS64D4Q%3d&docid=035d42f8173bf4ec5978ea076596cee1c) |
| **MODULE 3** | **Responsible Behaviors**  *(Approximately 2 weeks)* | [HE.6.P.7.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7209)  [PE.6.R.5.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7893)  [PE.6.R.5.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7896)  [PE.6.M.1.12:](http://www.cpalms.org/Public/PreviewStandard/Preview/7986)  [PE.6.R.5.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7891)  [PE.6.R.5.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7892)  [PE.6.R.5.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7895) | * Students will explain the importance of assuming responsibility for personal health behaviors. * Students will demonstrate and use appropriate etiquette, care of equipment, respect for facilities, responsible behaviors, and safety practices while participating in a variety of physical activities. * Students will list ways that peer pressure can be positive and negative. * Students will demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings. * Students will describe the personal, social and ethical behaviors that apply to specific physical activities. | -Etiquette  -Respect  -Peer Pressure | [**Module 3 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=I7ppwHhR4oJmOkPjZRXuJxMPiNeuIVQLgyn4NQU0usg%3d&docid=040d9971107a34e67a831e46425166c70) |
| **MODULE 4** | **Health Concepts**  *(Approximately 5 weeks)* | [PE.6.M.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7977)  [PE.6.C.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7629)  [PE.6.C.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7626)  [PE.6.L.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7804)  [HE.6.B.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7264)  [PE.6.L.4.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7861)  [PE.6.C.2.10:](http://www.cpalms.org/Public/PreviewStandard/Preview/7640)  [PE.6.C.2.22:](http://www.cpalms.org/Public/PreviewStandard/Preview/7658)  [PE.6.C.2.12:](http://www.cpalms.org/Public/PreviewStandard/Preview/7643)  [PE.6.C.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7627)  [PE.6.C.2.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7632) | * Students will describe how each of the health related components of fitness are improved through application and demonstration of the principles of training and conditioning in a variety of physical activities. * Students will identify the movements and participate in a variety of activities, which will lead to improving and promoting the components of health related fitness. * Students will examine the validity of health information, and determine the cost of health products, and services. * Students will identify health related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. * Students will recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. * Students will list the three types of heat illnesses associated with fluid loss. * Students will list the components of skill-related fitness. * Students will list safety procedures that should be followed when engaging in activities to improve the health related components of fitness. * Students will describe the training principles of overload, progression and specificity. | -Cardiorespiratory endurance  -Muscular strength  -Muscular endurance  -Flexibility  -Body composition  -Heat Illnesses  - Skill related fitness (agility, balance, coordination, power, reaction time, speed)  - Overload  -Specificity  -Progression | [**Module 4 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=v9ReibIa5Pn0f0KJcVNAcmE4biR9rdVO0Io5KtB6rxc%3d&docid=06cd3900169ad4b748a32ac8269f98cb0) |

7th Grade Team Sports

The intention of the Learning Map is to provide a consistent scope and sequence for the course across the district. While the instruction and resources will be based on the needs of the students, the expectation is that every student enrolled in the course will learn the standards in each module. **The standards listed within each module do not necessarily represent the order the standards are taught**.

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| **Module 1** |  | Content standard | Student Learning outcomes | [Vocabulary](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=Jwt1tR0Yt8LifIlQyQAe4w8A%2frk%2brg2m2dPblaobXDQ%3d&docid=0b570b001f2864094a1b3b14c4bd16783) | [Assessments](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=GTl93YIOAsUED%2fct637rdwvRU5yIjxGL4nWh8LW9i68%3d&docid=0cea554f32068410ca8abb5f70799424a) |
| **Cooperative Activities**  *(Approximately 4 weeks)* | [PE.7.L.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7810)  [PE.7.L.3.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7811)  [PE.7.M.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7989)  [PE.7.C.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7662)  [PE.7.L.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7812)  [PE.7.R.6.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7917)  [HE.7.C.2.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7740)  [PE.7.M.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7990)  [PE.7.L.3.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7815)  [PE.7.R.5.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7899)  [PE.7.R.6.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7918) | * Students will participate in moderate to vigorous physical activity on a daily basis. * Students will explain and use basic offensive and defensive strategies in modified versions of a variety of physical activities. * Students discuss the potential benefits of participating in a variety of physical activities that promote health related components of fitness. * Students will evaluate the influence of technology in locating valid health information. * Students will demonstrate appropriate relationships between the body and an opponent in a variety of physical activities. * Students will identify a variety of physical activities that promote stress management. * Students will demonstrate acceptance and respect for persons of diverse backgrounds and abilities in a variety of physical activities. * Students will participate in physical activities from other cultures. | -Moderate Activity  -Vigorous Activity  -Cardiorespiratory endurance  -Muscular strength  -Muscular endurance  -Flexibility  -Body composition  -Stress Management  -Offensive Strategies  -Defensive Strategies | [**Module 1 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=ULwXXISvxNlDFbF23Obyzp5yOYdPgrFF06i5K0MGGKc%3d&docid=02a849227a0a243518a277f4c43b67800) |
| **MODULE 2** | **Striking with the Body**  *(Approximately 6 weeks)* | [PE.7.L.3.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7814)  [PE.7.R.6.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7916)  [PE.7.C.2.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7667)  [PE.7.M.1.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7993)  [PE.7.C.2.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/7669)  [PE.7.M.1.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/7996)  [PE.7.C.2.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/7671)  [PE.7.M.1.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/7994)  [PE.7.R.5.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7900)  [PE.7.R.5.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7902)  [PE.7.L.3.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7813) | * Students will identify community opportunities for participation and promotion of physical activities that contribute to personal enjoyment and maintenance of a healthy lifestyle. * Students will demonstrate critical elements in specialized skills and provide feedback of self and partner by detecting and correcting mechanical errors. * Students will identify the critical elements and demonstrate principles of biomechanics necessary for safe and successful performance in a variety of physical activities. * Students will list, utilize and implement appropriate safety procedures and equipment necessary for a variety of physical activities. * Students will demonstrate appropriate etiquette, care of equipment, respect for facilities, along with safe and responsible behaviors while participating in a variety of physical activities. * Students will identify in-school opportunities for participation in a variety of physical activities. | -Etiquette  -Respect | [**Module 2 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=M7yKGxZRKiUuaSKq0fywW1%2bec23bDOJWECIDngHT3Sc%3d&docid=0a427ff46ac0d4a0a9fa01663c454513a) |
| **MODULE 3** | **Throwing and Catching**  *(Approximately 6 weeks)* | [PE.7.C.2.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/7672)  [PE.7.R.5.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7898)  [PE.7.R.5.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7901)  [PE.7.C.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7660)  [PE.7.M.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7988)  [PE.7.M.1.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/7995) | * Students will describe how movement skills learned in one physical activity can be transferred and used in other physical activities. * Students will identify situations in which peer pressure could negatively impact one’s own behavior choice. * Students will list examples of appropriate personal, social and ethical behaviors that apply to specific physical activities. * Students will identify basic rules for team sports. * Students will participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. * Students will apply technology to evaluate, monitor and improve individual skill performance. | -Manipulative Skills (Throwing, catching, kicking, punting, trapping, dribbling, volleying and striking)  -Peer Pressure | [**Module 3 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=sM%2f2MKf7wqCRIk2QPrsImzyenAHIgpVApLLpoxsTse8%3d&docid=0ef44b47615484247b898aedafe40ca71) |

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| **MODULE 4** | *(Approximately 3 weeks)* |  |  |  |  |

8th Grade Individual/Dual sports

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| **Module 1** |  | Content standard | Student Learning outcomes | [Vocabulary](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=KQw6d%2fUv5vYkIOMX7Jv34EyeyjxpaCDBihk7o4JV%2b44%3d&docid=09d8f9d09737f434a837cc82484d2f0e5) | [Assessments](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=qmCK0EX7UhQFLUH%2boFsEqG9YddOwrI9X919TX6oGe4w%3d&docid=0a20569bdb1d74602959dece7ab2c0198) |
| **Striking with an Implement**  *(Approximately 5 weeks)* | [PE.8.C.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7677)  [PE.8.M.1.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/2765)  [PE.8.C.2.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7680)  [PE.8.M.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/2761)  [PE.8.C.2.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7681)  [PE.8.M.1.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/2763)  [PE.8.C.2.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/7683)  [PE.8.M.1.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/2768)  [PE.8.C.2.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/7685)  [PE.8.R.5.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7907) | * Students will explain and demonstrate basic offensive, defensive and transition strategies in a variety of physical activities. * Students will demonstrate critical elements when striking with an implement and provide feedback of self and partner by detecting and correcting mechanical errors. * Students will identify the critical elements and apply principles of biomechanics necessary for safe and successful performance in a variety of physical activities. * Students will list, select, and utilize appropriate safety procedures and equipment necessary for a variety of physical activities. * Students will describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. * Students will demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. | -Offense Strategies  -Defense Strategies  -Etiquette  -Respect | [**Module 1 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=2CuiHnLuT%2fXfC4QHg61WQHXBanUz%2bQLRWmpe%2fqw%2bzn8%3d&docid=08b27be4b711e4d1a8e6641c5ce567a56) |
| **MODULE 2** | **Fitness Activities**  *(Approximately 6 weeks)* | [PE.8.L.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7816)  [PE.8.L.3.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7817)  [PE.8.M.1.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/2767)  [PE.8.L.4.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7869)  [PE.8.L.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7818)  [PE.8.R.6.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7920)  [PE.8.L.3.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7819)  [PE.8.M.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/2760)  [PE.8.M.1.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/2764)  [PE.8.M.1.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/2766) | * Students will participate in moderate to vigorous physical activity on a daily basis. * Students will use and apply technology to assess, design, and evaluate a personal physical fitness program, along with monitoring and improving individual motor skills. * Students describe the potential benefits of participating in a variety of physical activities that promote health related components of fitness. * Students will identify in-school opportunities for participation in a variety of physical activities. * Students will demonstrate competency in motor skills, appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking in a variety of physical activities. * Students will apply skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels. | -Moderate Activity  -Vigorous Activity  -Cardiorespiratory endurance  -Muscular strength  -Muscular endurance  -Flexibility  -Body composition  -Force  -Skill related fitness (agility, balance, coordination, power, reaction time, speed) | [**Module 2 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=jGYxC%2fw6i2P6ZUDzuvsS8r37zWQdUjJSBBUHF0rLaaA%3d&docid=0a87d6a6331964b2798a1021653101adf) |
| **MODULE 3** | **Recreation Activities**  *(Approximately 5 weeks)* | [PE.8.R.6.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7919)  [PE.8.L.3.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7820)  [PE.8.R.5.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7905)  [PE.8.R.5.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7906)  [PE.8.R.6.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7921)  [PE.8.C.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7674)  [PE.8.L.3.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7821)  [PE.8.M.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/2762)  [HE.8.C.2.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/7702)  [PE.8.R.5.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7903)  [PE.8.R.5.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7904) | * Students will identify and discuss community opportunities for participation in a variety of physical activities that contribute to personal enjoyment and maintenance of a healthy lifestyle. * Students will demonstrate sportsmanship and maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities. * Students will compare and contrast games, sports and/or physical activities from other cultures. * Students will identify basic rules of a variety of physical activities. * Students will identify a variety of physical activities that promote stress management. * Students will demonstrate body control for successful participation in a variety of physical activities. * Students will analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. * Students will list ways to avoid peer pressure during physical activities. * Students will develop strategies to include persons of diverse backgrounds and abilities while participating in a variety of physical activities. | -Sportsmanship  -Stress Management  -Peer Pressure | [**Module 3 Assessments**](https://pcsb.sharepoint.com/sites/peh/_layouts/15/guestaccess.aspx?guestaccesstoken=4OSSs79b7S5SzKLTDgqM8mFM2%2fIZAY2LGj5FgP1Irdg%3d&docid=0991f16bbfbed4932b333a2673ca9c733) |
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