

Original Adoption:	August 2016
Created by:	PE PLC
Revised on:	August 2019
Revised by:	PE PLC

**Toms River Regional Schools
Middle School Physical Education
Curriculum**

Content Area: Physical Education

Course Title: Physical Education	Grade Level: Grade 6-8
Movement Skills & Concepts- Team,Dual, Individual	45 Days
Team & Individual Sports	45 Days
Fitness & Wellness	45 Days

Toms River Regional Schools

Unit Overview

Content Area: Physical Education

Unit Title: Movement Skills/Rhythm, Cooperative and Invasion Games

Duration 45 Days

Target Course/Grade Level: 6-8

Unit Summary:

Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health enhancing forms of physical activity throughout life. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been

linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sport, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.3	Create, explain and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social and fitness dance).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improving performance.

2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures and rules that have contributed to the safety of specific individual, small group, and team activities.
2.5.8.C.3	Analyze the impact of different world cultures on present day games, sports, and dance.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and diverse cultures.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.
<p>Unit Essential Questions</p> <p>How does effective and appropriate movement affect wellness?</p> <p>Why do I have to understand concepts of movement when I can already perform the movement?</p> <p>To what extent does strategy influence performance in competitive games and activities?</p> <p>Why do I have to show good sportsmanship and follow the rules when others do not?</p>	<p>Unit Enduring Understandings</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <p>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</p> <p>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</p> <p>In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <p>Safety/Rules</p>	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <p>Summarize and/or employ all products, procedures and rules</p>

Physical skills: Throwing Kicking Running Catching Passing (Sequential movements)	that contribute to safety. Explain and demonstrate the transfer of movement skills from an isolated to applied setting.
Factors that impact skill performance: Weight transfer Speed Agility Power Range of motion Mental preparation	Apply the concepts of force and motion to impact skill performance.
Impact of world cultures on recreation	Discuss/analyze the impact of world cultures on present day games, sports, dance.
Team sports/games: Target Court Invasion Field/Running	Participate in group games. Compare and contrast group games.
Dance/aerobic dance Rhythm	Demonstrate planned movement sequences.

Toms River Regional Schools
Evidence of Learning

Formative Assessment

- Teacher Observation
- Homework
- Class Participation
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Fitness 500 Testing
- Discussions
- Written Assessments
- Fitness testing
- Preparation
- Participation and Sportsmanship Rubric
- Q&A

Summative Assessments

Skill Performance

- Teacher observation
- Fitness Testing

- Preparation
- Participation and Sportsmanship Rubric
- SGO-General

Written Assessments

- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Content Tests & Quizzes

Benchmark

- Quarterly
- SGO
- Fitness Testing

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications**Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed

- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Encourage student to attend Homework Habitat

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.
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At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Resources

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Various physical education equipment (fitness room, circuit stations, various game and safety equipment, etc.)
- PE Central
- Fitness Gram
- Pinterest
- P90X
- Insanity
- X-Box – Fitness/Dance
- You Tube
- Spotify/Pandora – Tabata
- NJAPHERD

- www.gophersport.com/resources/physical-education-site-resources
- <https://sparkpe.org/>
- <https://openphysed.org/>
- <http://www.supportrealteachers.org/physical-education-organizations.html>

Teacher Notes:

**Toms River Regional Schools
Unit Overview**

Content Area: Physical Education

Unit Title: Team and Individual Sports

Duration 45 Days

Target Course/Grade Level: 6-8

Unit Summary:

There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

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RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

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1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to **Career Ready Practices** which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

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- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
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- 8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.
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Learning Targets

Student Learning Standards:

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2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.3	Create, explain and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social and fitness dance).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
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2.5.8.C.2	Summarize types of equipment, products, procedures and rules that have contributed to the safety of specific individual, small group, and team activities.
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9.1.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.
<p>Unit Essential Questions</p> <p>How are critical thinking skills used in cooperative activities and sports?</p> <p>How can individual goals be used to improve the success of a group or team?</p> <p>To what extent does strategy influence performance in competitive games and activities?</p> <p>Why do I have to show good sportsmanship and follow the rules when others do not?</p>	<p>Unit Enduring Understandings</p> <p>Understanding how to apply critical thinking skills in group activities can lead to an improvement in group performance.</p> <p>There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other group activities.</p> <p>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</p> <p>In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</p>

Unit Objectives	Unit Objectives
<i>Students will know...</i>	<i>Students will be able to...</i>
Safety/Rules	Summarize and/or employ all products, procedures and rules that contribute to safety.
Physical skills: Throwing Kicking Running Catching Passing (Sequential movements)	Use newly acquired skills in games, sports, and dance.
Factors that impact skill performance: Weight transfer Speed Agility Power Range of motion Mental preparation	Apply the concepts of force and motion to impact skill performance.
Impact of world cultures on recreation	Discuss/analyze the impact of world cultures on present day games, sports, dance.
Team sports/games: Target Court Invasion Field/Running	Participate in group games. Compare and contrast group games.
Strategy Offensive Defensive Cooperative	Analyze individual and team effectiveness in achieving goals and make recommendations for improvement. Compare and contrast strategies.
Sportsmanship Follow rules Teamwork Positive attitude Effort Self-control	Assess player behavior for evidence of sportsmanship.

Formative Assessment

- Teacher Observation
- Homework
- Class Participation
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Skill Performance

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- Quarterly
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Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

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- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
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- Repeat and clarify directions as needed
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- Differential Instruction
- Individual Fitness Goals

Resources

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Various physical education equipment (fitness room, circuit stations, various game and safety equipment, etc.)
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- Fitness Gram
- Pinterest
- P90X
- Insanity
- X-Box – Fitness/Dance
- You Tube
- Spotify/Pandora – Tabata
- NJAPHERD
- www.gophersport.com/resources/physical-education-site-resources
- <https://sparkpe.org/>
- <https://openphysed.org/>
- <http://www.supportrealteachers.org/physical-education-organizations.html>

Teacher Notes:

Toms River Regional Schools Unit Overview

Content Area: Physical Education

Unit Title: Fitness and Wellness

Duration 45 Days

Target Course/Grade Level: 6-8 grade PE

Unit Summary:

Lifetime fitness depends upon understanding how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Primary Interdisciplinary Connections:

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9.1.8.D.5 Explain the economic principle of supply and demand.

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9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

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- 8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.
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For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.5	Use the primary principals of training (FITT) for the purposes of modifying personal levels of fitness.
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance enhancing substances.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.D.3	Use effective communication skills in face-to-face and on-line interactions with peers and adults from home and diverse cultures.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.3	Use effective communication skills in face-to-face and on-line interactions with peers and adults from home and from diverse cultures.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.B.3	Justify the concept of "paying yourself first" as a financial savings strategy.
9.1.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Unit Essential Questions	Unit Enduring Understandings
<p>What is the minimum amount of exercise I can do to stay physically fit?</p> <p>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</p>	<p>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</p> <p>Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.</p> <p>Developing and implementing a program that utilizes appropriate training principles is necessary for a lifetime of fitness.</p> <p>Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.</p>
<p>Unit Objectives <i>Students will know...</i></p> <p>Fitness activities</p> <p>Physiological responses to exercise</p> <p>Benefits of physical activity</p> <p>Factors that influence fitness</p> <p>Body composition</p> <p>Healthy habits</p> <p>Physical activity</p> <p>Medical and technological advances</p> <p>Personal fitness plan</p> <p>FITT principles: Frequency, Intensity, Time, Type of exercise</p> <p>Components of fitness</p> <p>Flexibility</p> <p>Muscular strength</p> <p>Muscular endurance</p> <p>Cardiovascular endurance</p> <p>Body composition</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Engage in sustained, vigorous physical activity.</p> <p>Monitor physiological responses to exercise.</p> <p>Use health data to implement and evaluate a personal fitness plan.</p> <p>Recognize signs/symptoms that warrant exercise termination.</p> <p>Summarize short/long term physical, social and emotional benefits of exercise.</p> <p>Describe factors that influence personal fitness.</p> <p>Determine ways to achieve a healthy body composition.</p> <p>Analyze how medical and technological advances impact fitness.</p> <p>Use health data to implement a personal fitness plan and evaluate its effectiveness.</p> <p>Explain FITT principles.</p> <p>Identify the 5 components of fitness.</p> <p>Describe activities to improve fitness components.</p> <p>Discuss age/gender norms for fitness components.</p>

- Specific Skill Assessment Rubrics
- Content Tests & Quizzes

Benchmark

- Quarterly
- SGO
- Fitness Testing

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Encourage student to attend Homework Habitat

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to

English dictionary.

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Resources

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Various physical education equipment (fitness room, circuit stations, various game and safety equipment, etc.)
- PE Central
- Fitness Gram
- Pinterest
- P90X
- Insanity
- X-Box – Fitness/Dance
- You Tube
- Spotify/Pandora – Tabata
- NJAPHERD
- www.gophersport.com/resources/physical-education-site-resources
- <https://sparkpe.org/>
- <https://openphysed.org/>
- <http://www.supportrealteachers.org/physical-education-organizations.html>

Teacher Notes:

