



# **TOMS RIVER REGIONAL SCHOOLS**

**Physical Education/Health**

**Physical Education**

**6th-8th Grade**

Date created:  
Board Approval: 8/18/21  
Revised:

## **Philosophy, Mission and Vision**

**Philosophy:** Quality Health and Physical Education involves every student, and meets every student at his or her level of ability. The goal of our program is to provide activities where self-expression, self-confidence, and physical and mental poise can be attained through perseverance and mastery of physical, mental, and social tasks.

**Mission:** Through a sequential K-12, standards based health and physical education program, our mission is to promote lifelong learning through physical activity, exercise, & sport while supporting students in making health conscious decisions, meeting challenges, and participating in mentally positive behaviors.

**Vision:** Health and Physical Education is a comprehensive developmental program focused on the education of the whole person. Our program is an integral part of the total education process and has the same goals that give purpose to all learning experiences. The interdisciplinary nature of physical education provides opportunities for all students to achieve the knowledge, skills, and values that will develop and enhance their sense of wellness, as well as, improve their health to maximize the quality of their lives.

**Course description and/or program overview:** 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. 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. 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.

<b>UNITS</b>	<b>PACING GUIDE</b>
Movement Skills & Concepts- Team,Dual, Individual	40 Days
Physical Fitness and Team/Individual Sports	40 Days
Lifelong Fitness	40 Days
Nutrition	15 Days

## Unit 1 Overview

**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.

### Enduring Understandings:

Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

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.

Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

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.

### Essential Questions:

How does effective and appropriate movement affect wellness?

Why do I have to understand concepts of movement when I can already perform the movement?

To what extent does strategy influence performance in competitive games and activities?

Why do I have to show good sportsmanship and follow the rules when others do not?

### Standards

2.2.8.MSC.1

Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2

Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4

Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5

Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6

Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7

Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1

Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2

Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1

Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.3

Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4

Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5

Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities

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.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for [SEL](#)*

**Primary Interdisciplinary Connections:**

21<sup>st</sup> 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.

Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

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.

**Inclusivity/LGBTQ/Disabilities:**

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

<b>21st Century Life and Careers</b>	<b>Technology</b>
<p><b>21<sup>st</sup> Century Themes/Careers:</b>  <u>21st Century Themes</u> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.</p> <p>Students will also be exposed to <a href="#">Career Ready Practices</a> which describe the career-ready skills that</p>	<p><b><u>Technology Standards:</u></b></p> <p>8.1.P.A.1 Use an input device to select an item and navigate the screen</p> <p>8.1.P.A.2 Navigate the basic functions of a browser.</p> <p>8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and</p>

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

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.

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**Unit Objectives:**

Summarize and/or employ all products, procedures and rules that contribute to safety.

Explain and demonstrate the transfer of movement skills from an isolated to applied setting.

Apply the concepts of force and motion to impact skill performance.

Discuss/analyze the impact of world cultures on present day games, sports, dance, and the representation of all groups of people and their contribution to sports.

Participate in group games. Compare and contrast group games.

Demonstrate planned movement sequences.

**Skills:**

Safety/Rules

Physical skills:

Throwing

Kicking

Running

Catching Passing

(Sequential movements)

Factors that impact skill performance: Weight transfer

Speed Agility Power

Range of motion Mental preparation

Impact of world cultures on recreation

Team sports/games: Target

Court Invasion Field/Running

Dance/aerobic dance Rhythm

**Student Learning**

<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<ul style="list-style-type: none"> <li>• Various physical education equipment (fitness room, circuit stations, various game and safety equipment, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• PE Central</li> <li>• Fitness Gram</li> <li>• Pinterest</li> </ul>



	<ul style="list-style-type: none"> <li>● P90X</li> <li>● Insanity</li> <li>● X-Box – Fitness/Dance</li> <li>● You Tube</li> <li>● Spotify/Pandora – Tabata</li> <li>● NJ SHAPE</li> <li>● <b>LGBTQ+ and Persons with Disabilities</b> <ul style="list-style-type: none"> <li>● Jason Collins / US NBA Basketball Player</li> <li>● Michael Sam / US NFL Football Player</li> <li>● Martina Navratilova / US Tennis Player</li> <li>● Greg Louganis / US Olympic Swimmer</li> <li>● Megan Rapinoe/US Olympic Soccer</li> <li>● Billie Jean King / US Tennis Player</li> <li>● Sheryl Swoopes /US WNBA Basketball Player</li> <li>● Abby Wambach / US soccer player</li> <li>● Kyle Maynard (Congenital amputation)</li> <li>● Greg Louganis, Olympic swimmer (Dyslexia, Depression, HIV/AIDS)</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;"><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p><b>Special Ed</b></p> <ul style="list-style-type: none"> <li>● Adaptation of time</li> <li>● Number of items reduced</li> <li>● Support/skill/participation levels</li> <li>● Alternate ways of demonstrating competency</li> <li>● Teacher/peer tutoring</li> <li>● Cooperative learning</li> <li>● Modified assignments</li> <li>● Differentiated instruction</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li>● Provide benchmarks for long term projects</li> <li>● Communicate with parents if work isn't completed</li> <li>● Weekly report</li> <li>● Guidance will meet the first week of school</li> <li>● Student may recheck test before submitting for grading</li> <li>● Repeat and clarify directions as needed</li> <li>● Extended time on class tests, as deemed necessary by the teacher</li> <li>● Bathroom passes, as needed Preferential seating</li> <li>● Check for understanding of directions</li> <li>● Encourage student to use agenda book to record</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Skill Performance</li> <li>● Open-ended Questions</li> <li>● Self and Peer Assessments</li> <li>● Specific Skill Assessment Rubrics</li> <li>● Fitness 500 Testing</li> <li>● Discussions</li> <li>● Written Assessments</li> <li>● Fitness testing</li> <li>● Preparation</li> <li>● Participation and Sportsmanship Rubric</li> <li>● Q&amp;A</li> </ul> <p><b>Summative Assessments</b></p> <p><u>Skill Performance</u></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Fitness Testing</li> <li>● Preparation</li> <li>● Participation and Sportsmanship Rubric</li> <li>● SGO-General</li> </ul>

<p>homework assignments</p> <ul style="list-style-type: none"> <li>● Access to the nurse, as needed</li> <li>● Provide cues to redirect attention</li> <li>● Support organizational strategies and skill development</li> <li>● Encourage student to attend Homework Habitat</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Adaptation of time</li> <li>● Number of items reduced</li> <li>● Support/skill/participation levels</li> <li>● Alternate ways of demonstrating competency</li> <li>● Teacher/peer tutoring</li> <li>● Cooperative learning</li> <li>● Modified assignments</li> <li>● Differentiated instruction</li> </ul> <p><b>At-risk</b></p> <ul style="list-style-type: none"> <li>● MTSS – Parent phone calls, constant contact with Administration, CST, Guidance</li> <li>● Provide incentives on a daily/weekly basis for positive participation/behavior</li> </ul> <p><b>Gifted &amp; Talented</b></p> <ul style="list-style-type: none"> <li>● Differential Instruction</li> <li>● Individual Fitness Goals</li> </ul>	<p><u>Written Assessments</u></p> <ul style="list-style-type: none"> <li>● Open-ended Questions</li> <li>● Self and Peer Assessments</li> <li>● Specific Skill Assessment Rubrics</li> <li>● Content Tests &amp; Quizzes</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Quarterly</li> <li>● SGO</li> <li>● Fitness Testing</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Oral Testing</li> <li>● Adapted Version of Written Assessment</li> </ul>
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## Unit 2 Overview

**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.

**Enduring Understandings:**

Understanding how to apply critical thinking skills in group activities can lead to an improvement in group performance.

There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other group activities.

Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

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.

**Essential Questions:**

How are critical thinking skills used in cooperative activities and sports?

How can individual goals be used to improve the success of a group or team?

To what extent does strategy influence performance in competitive games and activities?

Why do I have to show good sportsmanship and follow the rules when others do not?

**Standards**

2.2.8.MSC.1

Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2

Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4

Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5

Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6

Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7

Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1

Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity

2.2.8.PF.2

Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3

Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8.LF.2

Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3

Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.5

Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities

2.2.8.LF.6

Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

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.

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Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

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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.

**Interdisciplinary Connections**  
[Other Cross-Curricular Opportunities](#)  
*Opportunities for [SEL](#)*

**Primary Interdisciplinary Connections:**

21<sup>st</sup> 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.

Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

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1.1.2.A.3 Identify the elements of dance in planned and improvised dance sequences.

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21st Century Life and Careers	Technology
<p><b>21<sup>st</sup> Century Themes/Careers:</b>  <u>21st Century Themes</u> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.</p> <p>Students will also be exposed to <a href="#">Career Ready Practices</a> 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.</p>	<p><b><u>Technology Standards:</u></b></p> <p>8.1.P.A.6 Use an input device to select an item and navigate the screen</p> <p>8.1.P.A.7 Navigate the basic functions of a browser.</p> <p>8.1.P.A.8 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.P.A.9 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> <p>8.1.P.A.10 Demonstrate the ability to access and use resources on a computing device.</p> <p>8.1.12.A.3 - Collaborate in social network to discuss a</p>

- 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

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.

**Unit Objectives:**

Summarize and/or employ all products, procedures and rules that contribute to safety.

Use newly acquired skills in games, sports, and dance.

Apply the concepts of force and motion to impact skill performance.

Discuss/analyze the impact of world cultures on present day games, sports, dance, and the representation of all groups of people and their contribution to sports.

Participate in group games. Compare and contrast group games.

Analyze individual and team effectiveness in achieving goals and make recommendations for improvement.

Compare and contrast strategies.

Assess player behavior for evidence of sportsmanship.

**Skills:**

**Safety/Rules**

**Physical skills:**

**Throwing**

**Kicking**

**Running**

**Catching Passing**

**(Sequential movements)**

**Factors that impact skill performance: Weight transfer**

**Speed Agility Power**

**Range of motion Mental preparation**

**Impact of world cultures on recreation**

**Team sports/games: Target**

**Court Invasion Field/Running**

**Strategy Offensive Defensive Cooperative**

**Sportsmanship**

**Follow rules**

**Teamwork**

**Positive attitude**

**Effort Self-control**

**Student Learning**

**Core Instructional Materials and Resources**

- Various physical education equipment

**Supplemental Instructional Materials and Resources**

- PE Central

<p>(fitness room, circuit stations, various game and safety equipment, etc.)</p>	<ul style="list-style-type: none"> <li>● Fitness Gram</li> <li>● Pinterest</li> <li>● P90X</li> <li>● Insanity</li> <li>● X-Box – Fitness/Dance</li> <li>● You Tube</li> <li>● Spotify/Pandora – Tabata</li> <li>● NJ SHAPE</li> </ul> <p><b>LGBTQ+ and Persons with Disabilities</b></p> <ul style="list-style-type: none"> <li>● Jason Collins / US NBA Basketball Player</li> <li>● Michael Sam / US NFL Football Player</li> <li>● Martina Navratilova / US Tennis Player</li> <li>● Greg Louganis / US Olympic Swimmer</li> <li>● Megan Rapinoe/US Olympic Soccer</li> <li>● Billie Jean King / US Tennis Player</li> <li>● Sheryl Swoopes /US WNBA Basketball Player</li> <li>● Abby Wambach / US soccer player</li> <li>● Kyle Maynard (Congenital amputation) <ul style="list-style-type: none"> <li>● Greg Louganis, Olympic swimmer (Dyslexia, Depression, HIV/AIDS)</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;"><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p><b>Special Ed</b></p> <ul style="list-style-type: none"> <li>● Adaptation of time</li> <li>● Number of items reduced</li> <li>● Support/skill/participation levels</li> <li>● Alternate ways of demonstrating competency</li> <li>● Teacher/peer tutoring</li> <li>● Cooperative learning</li> <li>● Modified assignments</li> <li>● Differentiated instruction</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li>● Provide benchmarks for long term projects</li> <li>● Communicate with parents if work isn't completed</li> <li>● Weekly report</li> <li>● Guidance will meet the first week of school</li> <li>● Student may recheck test before submitting for grading</li> <li>● Repeat and clarify directions as needed</li> <li>● Extended time on class tests, as deemed necessary by the teacher</li> <li>● Bathroom passes, as needed</li> <li>● Preferential seating</li> <li>● Check for understanding of directions</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Skill Performance</li> <li>● Open-ended Questions</li> <li>● Self and Peer Assessments</li> <li>● Specific Skill Assessment Rubrics</li> <li>● Fitness 500 Testing</li> <li>● Discussions</li> <li>● Written Assessments</li> <li>● Fitness testing</li> <li>● Preparation</li> <li>● Participation and Sportsmanship Rubric</li> <li>● Q&amp;A</li> </ul> <p><b>Summative Assessments</b></p> <p><u>Skill Performance</u></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Fitness Testing</li> <li>● Preparation</li> <li>● Participation and Sportsmanship Rubric</li> <li>● SGO-General</li> </ul>



- 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

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

**Unit 3 Overview**

**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.es.**

**Enduring Understandings:**

Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

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.

Developing and implementing a program that utilizes appropriate training principles is necessary for a lifetime of fitness.

Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.

Understanding how nutrition coincides with physical fitness and overall wellness

**Essential Questions:**

What is the minimum amount of exercise I can do to stay physically fit?

How do I develop an appropriate personal fitness program and find the motivation to commit to it?

How can I add more physical fitness into my daily routine

When are sports drinks good?

How will nutrition fuel your body for physical fitness?

**Standards**

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)

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.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for SEL*

**Primary Interdisciplinary Connections:**

21<sup>st</sup> 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.

Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

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.5 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.6 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 Life and Careers	Technology
<p><b>21<sup>st</sup> Century Themes/Careers:</b>  <u>21st Century Themes</u> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.</p> <p>Students will also be exposed to <u>Career Ready Practices</u> 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.</p> <ul style="list-style-type: none"> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and</li> </ul>	<p><u>Technology Standards:</u></p> <p>8.1.P.A.11 Use an input device to select an item and navigate the screen</p> <p>8.1.P.A.12 Navigate the basic functions of a browser.</p> <p>8.1.P.A.13 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.P.A.14 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> <p>8.1.P.A.15 Demonstrate the ability to access and use resources on a computing device.</p> <p>8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.</p> <p>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.</p>

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

### **Unit Objectives:**

Engage in sustained, vigorous physical activity. Monitor physiological responses to exercise.

Use health data to implement and evaluate a personal fitness plan including a nutritional plan

Recognize signs/symptoms that warrant exercise termination.

Summarize short/long term physical, social and emotional benefits of exercise.

Describe factors that influence personal fitness. Determine ways to achieve a healthy body composition.

Analyze how medical and technological advances impact fitness.

Use health data to implement a personal fitness plan and evaluate its effectiveness.

Explain FITT principles.

Identify the 5 components of fitness.

Describe activities to improve fitness components. Discuss age/gender norms for fitness components.

**Skills:**

Fitness activities

Physiological responses to exercise

Benefits of physical activity

Factors that influence fitness Body composition

Healthy habits Physical activity

Medical and technological advances Personal fitness plan

FITT principles:

Frequency, Intensity, Time, Type of exercise

Components of fitness Flexibility

Muscular strength Muscular endurance Cardiovascular endurance Body composition

**Student Learning**

**Core Instructional Materials and Resources**

- Various physical education equipment (fitness room, circuit stations, various game and safety equipment, etc.)

**Supplemental Instructional Materials and Resources**

- PE Central
- Fitness Gram
- Pinterest
- P90X
- Insanity
- X-Box – Fitness/Dance
- You Tube

	<ul style="list-style-type: none"> <li>● Spotify/Pandora – Tabata</li> <li>● NJ SHAPE</li> </ul>
<p align="center"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p align="center"><b>Assessment</b> <b>(All forms must be identified)</b></p>
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- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

- Oral Testing
- Adapted Version of Written Assessment

**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

**Unit 4 Nutrition**

**Unit Summary: Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.**

**Enduring Understandings:**

- Understand and Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- Understand and identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- Understand and design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- Understand and assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

**Essential Questions:**

- How can culture, health status, age and access to healthy foods can influence personal eating habits?
- What skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights?



- How can nutritional plans be designed for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans?
- How can a person assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)?

### Standards

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
  - 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
  - 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

### Interdisciplinary Connections

#### Other Cross-Curricular Opportunities

*Opportunities for SEL*

#### **Primary Interdisciplinary Connections:**

21<sup>st</sup> 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.

Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

#### 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.7 Identify the elements of dance in planned and improvised dance sequences.
- 1.1.2.A.8 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 Life and Careers**

**Technology**

**21<sup>st</sup> 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.
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- 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

Technology Standards:

- 8.1.P.A.16 Use an input device to select an item and navigate the screen
- 8.1.P.A.17 Navigate the basic functions of a browser.
- 8.1.P.A.18 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.19 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.20 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social networks to discuss a resolution to a problem or issue.
- 8.1.12.C.1 - Develop an 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.

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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

**Unit Objectives:**

- Students will be able to understand and analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- Students will be able to understand and identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- Students will be able to understand and design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- Students will be able to understand and assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

**Skills:**

- Identify and analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining

healthy weights.

- Identify and design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- Identify and assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

<b>Student Learning</b>	
<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<ul style="list-style-type: none"> <li>● Various physical education equipment (fitness room, circuit stations, various game and safety equipment, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● PE Central</li> <li>● Fitness Gram</li> <li>● Pinterest</li> <li>● P90X</li> <li>● Insanity</li> <li>● X-Box – Fitness/Dance</li> <li>● You Tube</li> <li>● Spotify/Pandora – Tabata</li> <li>● NJ SHAPE</li> </ul>
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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

- 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