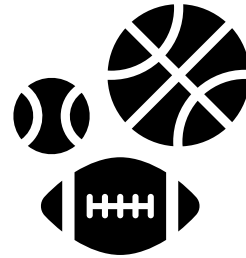


RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Physical Education

Course: Grade 7-8

Alignment: 2020 NJSL

BOE Born Date: September Date, 2022

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Introduction

River Dell's physical education curriculum for grades 7-8 assists adolescents in the importance of life-long health and wellness. In addition to the instruction of health/wellness, students will also develop much needed 21st Century skills such as collaboration, compromising, communication, and the importance of teamwork. Throughout this document one will be able to view the skill progression throughout the grades while addressing the state standards for improved movement skills & concepts, physical fitness, and lifelong fitness.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Prepare students to become healthy individuals who can effectively model both individually and as a team the following:

Grade 7:

- Understanding the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Develop and demonstrate basic skills necessary for active participation.
- Communicate effectively with peers through positive attitudes, sportsmanship, and teamwork.
- Participate in active class instruction and activities.
- Evaluate own self.
- Managing one's physical plan to achieve performance goals.
- Prepare to participate in a physical health activity with the necessary materials.
- Setting goals to achieve short- and long-term goals.
- Organize a plan to assist in goal achievement.

Grade 8

- Building upon the skills and techniques learned within the 7th grade vision.
- Goal setting with periodic reflections and adjustments.
- Preparing a long-term plan for physical activity and/or peer collaboration.
- Self-motivation to develop and maintain life-time fitness.
- Demonstrating what it is like to be a good competitor.
- Self-regulating emotions.

Scope and Sequence

Overall: *The various units below will differ between grade level in terms of activity being practiced*

Movement (10 Weeks)

Sports (10 Weeks)

Individual Fitness (7 Weeks)

*Health (10 Weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction 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 (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier

grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Movement (10 Weeks)

Grades 7/8

Core Ideas	<ul style="list-style-type: none"> Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a board range of physical activities. Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. Community resources can provide participation in physical activity for self and family members.
Essential Questions	<ul style="list-style-type: none"> How can demonstrating self-management skills and positive attitudes towards fitness improve a person's overall outlook towards sports, physical activity, and lifelong fitness? How can the use of proper skills enhance overall game play for the individual and group? How does proper participation in the activity enhance one's personal fitness and health? How does the understanding of the rules of the activity ensure the safety of all the participants in class? How can an individual utilize the knowledge of physiology, kinesiology, and psychology to develop a desire for lifelong fitness? Utilizing the variety skill sets obtained, what are some of the career opportunities in the realm of sport and physical fitness?
Enduring Understanding	All students will acquire the necessary skills needed to safely and successfully participate in the various physical activities taught during the school year. Successful participation in these activities will help to enhance their individual level of health and their appreciation for lifelong fitness and sports.
Practice	<p>Acting as responsible and contributing member of society Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Building and maintaining healthy relationships Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> <p>Communicating clearly and effectively Individuals who possess health and physical literacy communicate thoughts, ideas, emotions, and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> <p>Resolving conflict Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Attending personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier</p>

	<p>behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technological applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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). • Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. • 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). • Analyze, and correct movements and apply them to refine movement skills. • Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. • Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. • Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. • Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. • Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. • Evaluate personal attributes as they relate to career options in physical activity and health professions. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7	<p>By the end of grade 7, students successfully completing this course student will:</p> <ul style="list-style-type: none"> • Understand the origins, history, and etiquette of the activity. • Demonstrate self-management skills. • Form positive attitudes toward physical activity. • Understand the activity in relation to maintaining good health. • Develop and demonstrate basic skills necessary for active participation. • 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). 	<p>Team Building Activities: Object Passover, Human Knot, Volleyball Transfer</p> <p>Components of the unit: Throwing Catching Communication Collaboration Rules Strategy Safety Sportsmanship Associated Careers</p> <p>Cooperative Games: Battleship, Net Ball, Ships & Sailors, Noodle Tag</p>	<p>Formative Assessments: Self-evaluation Skill checklist Percentage of successful throws/catches Peer evaluation Rating scales</p> <p>Summative Assessments: Skill Assessment Written Test Teacher observation</p> <p>A wide variety of activities address learning styles of all students. These activities include but are not limited to:</p> <ul style="list-style-type: none"> • Fitness activities • Team games and sports • Movement development and dance

	<ul style="list-style-type: none"> Explore by leading self and others to experience and participate in different cultures' physical fitness activities. <p>By the end of grade 8, students successfully completing this course student will:</p> <ul style="list-style-type: none"> Demonstrate and apply knowledge of the rules, regulations, and safety procedures. Develop and understand higher levels of strategy for beginner and advanced play. Understand and apply more advanced principles of physiology, kinesiology, and psychology to improve personal performance in activities. Identify career options associated with the activity. Analyze, and correct movements and apply to refine movement skills. Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. 	<p>Components of the unit:</p> <p>Throwing Catching Agility Shooting Active Listening Communication Collaboration Rules Strategy Safety Sportsmanship Associated Careers</p> <p>Striking, Kicking, Throwing, Catching</p> <p>Components of the unit:</p> <p>Kicking Field position Pitching Baserunning Rules Boundaries Scoring Strategy Safety Sportsmanship Associated Careers</p> <p>Throwing, Catching, Running</p> <p>Components of the unit:</p> <p>Throwing Catching Offense Defense Basic Plays Rules Strategy Safety Sportsmanship Associated Careers</p> <p>Throwing, Passing, Running</p> <p>Components of the unit:</p> <p>Passing Shooting Catching Offense Defense Communication Rules Basic Plays Strategy</p>	<ul style="list-style-type: none"> Cooperative learning Individual skill development Demonstration Individual and group projects
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		<p>Safety Sportsmanship Associated Careers</p> <p>Serving, Passing, Setting</p> <p>Components of the unit: Passing (Bumping) Serving Setting Offense Defense Communication Rules Basic Plays Strategy Safety Sportsmanship Associated Careers</p> <p>Serving, Passing / Badminton</p> <p>Components of the unit: Passing Serving Offense Defense Communication Rules Basic Plays Strategy Safety Sportsmanship Associated Careers</p> <p>Kicking, Passing, Shooting</p> <p>Components of the unit: Passing Shooting Kicking Offense Defense Communication Rules Basic Plays Strategy Safety Sportsmanship Associated Careers</p> <p>Throwing, Catching</p> <p>Components of the unit: Throwing</p>	
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Catching
Offense
Defense
Communication
Rules
Basic Plays
Strategy
Safety
Sportsmanship
Associated Careers

Throwing, Catching, Shooting

Components of the unit:

Throwing
Shooting
Catching
Offense
Defense
Communication
Rules
Basic Plays
Strategy
Safety
Sportsmanship
Associated Careers

**Passing, Shooting, Ball/Puck Handling / Hockey-Pillow Polo/
Lacrosse**

Components of the unit:

Passing
Shooting
Ball/Puck Handling
Offense
Defense
Communication
Rules
Basic Plays
Strategy
Safety
Sportsmanship
Associated Careers

Muscular Strength, Flexibility, Muscular Endurance

Yoga/Mindfulness/Dynamic Warm-Ups/Cardio

Deep breathing
Seated position
Being present
Seated poses
Standing poses
Running
Agility
Dynamic Exercises

		Stretching Flows Benefits of practice		
Key Vocabulary	Skill Acquisition, Technique, Sportsmanship, Teamwork, Self-Management Skills, Fitness, Physiology, Kinesiology, Psychology, Mindfulness, Forearm Pass (Bump), Set, Serve, Pivot, Follow Through, Bounce Pass Chest Pass, Agility, Yoga, Offense, Defense, Strategy, Collaboration, Communication			
Evidence of Learning	<ul style="list-style-type: none">• Observation of skill acquisition, level of participation, teamwork, and sportsmanship.• Proper execution of warm-up activities.• Student self-reflection on sportsmanship, skills, and strategies.• Bloom’s taxonomy of deeper thinking (closure discussions)			
Interdisciplinary Connections	HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">• Students will be encouraged to develop an understanding of culturally diverse perspectives on sports and activities.• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.• Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
Computer Science and Design Thinking	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Career Readiness, Life Literacies, and Key Skills	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.			
Social Emotional Learning	<ul style="list-style-type: none">• SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.• SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.• SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.• RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.• RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Pictures to demonstrate expectations• Simplified notes with images• Alternative activity• Translate words for materials needed	<ul style="list-style-type: none">• Scaffolding assignments• Equipment modifications• Facility accommodations• Chunking of materials• Labeling area to identify where materials are	<ul style="list-style-type: none">• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo	<ul style="list-style-type: none">• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation

	<ul style="list-style-type: none"> • Shorter directions spoken in simple sentences • Music to enhance participation and performance 	<ul style="list-style-type: none"> • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Focus on essential vocabulary • Use of assistive technology • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • How to manuals demonstrating step by step photos of skills • Fill-in the blank weekly goal setting for physical fitness log • Chunking skills into smaller manageable steps • Adjust parameter around the student to limit distractions and noise • Use of timer or a clock to monitor time of student activity • Establish signs or cues for when breaks are needed • Low impact exercises 	<ul style="list-style-type: none"> • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	
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Team Activities (10 Weeks)

Grades 7/8

Core Ideas	<ul style="list-style-type: none"> • Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a board range of physical activities. • Feedback from others and self-assessment impacts performance of movement skills and concepts. • Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. • Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. • Community resources can provide participation in physical activity for self and family members.
Essential Questions	<ul style="list-style-type: none"> • What factors influence performance when trying to master sports skills and other physical activities? • How does strategy and teamwork influence performance in competitive games and activities? • How can I become more mentally prepared for competition and sports performance? • Why do I need to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How can I become more mentally prepared for competition and sports performance? • Why do I have to show good sportsmanship and follow the rules when others do not? • How does collaborative decision-making compare to individual decision making?
Enduring Understanding	All students will acquire the necessary skills needed to safely and successfully participate in the various physical activities taught during the school year. Successful participation in these activities will help to enhance their individual level of health and their appreciation for lifelong fitness and sports.
Practice	<p>Acting as responsible and contributing member of society Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Building and maintaining healthy relationships Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> <p>Communicating clearly and effectively Individuals who possess health and physical literacy communicate thoughts, ideas, emotions, and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> <p>Resolving conflict Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Attending personal health, emotional, social, and physical well-being</p>

	<p>Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none">• Create and demonstrate offensive and defensive strategies and plays in a variety of game settings.• Analyze individual play, defined by responsibility, in team activities and games and while viewing game play or video of game• Analyze and compare the effectiveness of specific defensive strategies implemented against various offensive tactics.• Compare and contrast strategies and drills used to improve individual effectiveness during team play.• Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance.• Demonstrate the ability to adjust performance/strategic recommendations to improve both individual and team effectiveness during team activities or games.• Demonstrate rules and procedures that promote sportsmanship, maximum participation, and safety during team activities and games.• Identify and conduct a self/team sportsmanship assessment of participants and observers using a checklist of sportsmanlike behaviors.• Develop a plan to improve team sportsmanship and safety behaviors.• Research and identify the historical origins of games, rules, and safety and compare them to current team activities and games.• Examine how various types of equipment, products, and changes to rules and procedures have had an impact on the evolution of safety in specific team activities and sports.• Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and cooperative activities.• Analyze individual and team effectiveness strategies in achieving a goal and assess performance using critical thinking skills and make recommendations for improvement.• Compare and contrast different types of appropriate verbal and nonverbal communication when responding to conflict and peer negotiation in collaborative activities.		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7	<p>By the end of grade 7, students successfully completing this course student will:</p> <ul style="list-style-type: none">• Recognize and involve others of all ability levels into a physical activity.• Understand the origins, history, and etiquette of the activity.• Demonstrate self-management skills.• Form positive attitudes toward physical activity.• Understand the activity in relation to maintaining good health.• Develop and demonstrate basic skills necessary for active participation.• Explain and demonstrate the transition of movement skills from isolated settings (e.g.,	<p>Softball</p> <p>Components of the unit: Field position Pitching Baserunning Rules Boundaries Scoring Strategy Safety Sportsmanship Associated Careers</p> <p>Football</p>	<p>Formative Assessments: Self-evaluation Skill checklist Percentage of successful throws/catches Peer evaluation Rating scales</p> <p>Summative Assessments: Skill Assessment Written Test Teacher observation</p> <p>A wide variety of activities address learning styles of all students. These activities include but are not limited to:</p> <ul style="list-style-type: none">• Fitness activities

	<p>skill practice) into applied settings (e.g., games, sports, dance, recreational activities)</p> <p>By the end of grade 8, students successfully completing this course student will:</p> <ul style="list-style-type: none"> • Demonstrate and apply knowledge of the rules, regulations, and safety procedures. • Develop and understand higher levels of strategy for beginner and advanced play. • Analyze more advanced biomechanical principles to learn, assess, refine, and combine movement skills used in activities. • Understand and apply more advanced principles of physiology, kinesiology, and psychology to improve personal performance in activities. • Identify career options associated with the activity. • Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 	<p>Components of the unit:</p> <p>Throwing Catching Offense Defense Basic Plays Rules Strategy Safety Sportsmanship Associated Careers</p> <p>Basketball</p> <p>Components of the unit:</p> <p>Passing Shooting Catching Offense Defense Communication Rules Basic Plays Strategy Safety Sportsmanship Associated Careers</p> <p>Volleyball</p> <p>Components of the unit:</p> <p>Passing (Bumping) Serving Setting Offense Defense Communication Rules Basic Plays Strategy Safety Sportsmanship Associated Careers</p> <p>Badminton</p> <p>Components of the unit:</p> <p>Passing Serving Offense Defense Communication Rules Basic Plays</p>	<ul style="list-style-type: none"> • Team games and sports • Movement development and dance • Cooperative learning • Individual skill development • Demonstration • Individual and group projects
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Strategy
Safety
Sportsmanship
Associated Careers

Soccer

Components of the unit:

Passing
Shooting
Kicking
Offense
Defense
Communication
Rules
Basic Plays
Strategy
Safety
Sportsmanship
Associated Careers

Ultimate Frisbee

Components of the unit:

Throwing
Catching
Offense
Defense
Communication
Rules
Basic Plays
Strategy
Safety
Sportsmanship
Associated Careers

Team Hand Ball

Components of the unit:

Throwing
Shooting
Catching
Offense
Defense
Communication
Rules
Basic Plays
Strategy
Safety
Sportsmanship
Associated Careers

Lacrosse

Components of the unit:

		Passing Shooting Ball/Puck Handling Offense Defense Communication Rules Basic Plays Strategy Safety Sportsmanship Associated Careers		
Key Vocabulary	Skill acquisition, Technique, Sportsmanship, Teamwork, Self-Management Skills, Fitness, Physiology, Kinesiology, Psychology, Mindfulness, Forearm Pass (Bump), Set, Serve, Pivot, Follow Through, Bounce Pass Chest Pass, Agility, Yoga, Offense, Defense, Strategy, Collaboration, Communication			
Evidence of Learning	<ul style="list-style-type: none">• Observation of skill acquisition, level of participation, teamwork, and sportsmanship.• Proper execution of warm-up activities.• Student self-reflection on sportsmanship, skills, and strategies.• Bloom’s taxonomy of deeper thinking (closure discussions).			
Interdisciplinary Connections	HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">• Students will be encouraged to develop an understanding of culturally diverse perspectives on sports and activities.• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.• Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
Computer Science and Design Thinking	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Career Readiness, Life Literacies, and Key Skills	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.			
Social Emotional Learning	<ul style="list-style-type: none">• SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.• SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.• SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.• RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.• RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment

	<ul style="list-style-type: none"> • Pictures to demonstrate expectations • Simplified notes with images • Alternative activity • Translate words for materials needed • Shorter directions spoken in simple sentences • Music to enhance participation and performance 	<ul style="list-style-type: none"> • Scaffolding assignments • Equipment modifications • Facility accommodations • Chunking of materials • Labeling area to identify where materials are • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Focus on essential vocabulary • Use of assistive technology • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • How to manuals demonstrating step by step photos of skills • Fill-in the blank weekly goal setting for physical fitness log • Chunking skills into smaller manageable steps • Adjust parameter around the student to limit distractions and noise • Use of timer or a clock to monitor time of student activity • Establish signs or cues for when breaks are needed • Low impact exercises 	<ul style="list-style-type: none"> • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation
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Individual Fitness (7 Weeks)

Grade 7/8

Core Ideas	<ul style="list-style-type: none"> • A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status. • Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. • Community resources can provide participation in physical activity for self and family members.
Essential Questions	<ul style="list-style-type: none"> • How does proper participation in the activity enhance one's personal fitness and health? • How does rule comprehension help to ensure the safety of all participants during the activity? • How can a positive attitude towards physical fitness positively correlate to an optimistic attitude towards lifelong fitness and good health? • How can an individual utilize the knowledge of physiology, kinesiology, and psychology to develop a desire for lifelong fitness? • What are the different career opportunities available in the fitness industry?
Enduring Understanding	All students will acquire a knowledge of the 5 components of physical fitness and how each component can be utilized to enhance their personal level of health. Students will learn the benefits of lifelong fitness and the overall impact it has on a person's health and wellness.
Practice	<p>Acting as responsible and contributing member of society Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impact of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Attending personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits, and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>

	Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.		
Performance Expectations	Students will be able to: <ul style="list-style-type: none"> Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. Recognize and involve others of all ability levels into a physical activity. Execute the primary principles 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). 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. 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. Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. Explore by leading self and others to experience and participate in different cultures' physical fitness activities. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. Evaluate personal attributes as they relate to career options in physical activity and health professions. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.8.PF.1 2.2.8.PF.2 2.2.8.PF.3 2.2.8.PF.4 2.2.8.PF.5 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7	<p>By the end of grade 7, students successfully completing this course student will:</p> <ul style="list-style-type: none"> Understand the origins, history, and etiquette of the activity. Learn and execute the proper techniques and safety of the associated skills. Demonstrate self-management skills. Form positive attitudes toward physical activity. Understand the activity in relation to maintaining good health. Develop and demonstrate basic skills necessary for active participation. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. <p>By the end of grade 8, students successfully completing this course student will:</p> <ul style="list-style-type: none"> Demonstrate and apply knowledge of proper technique and safety. Develop and understand higher levels of fitness ranging from beginner to advanced activities. Analyze more advanced biomechanical principles to learn, assess, refine, and combine movement skills used in activities. Understand and apply more advanced principles of physiology, kinesiology, and psychology to improve personal performance in activities. 	<p>Muscular Strength, Muscular Endurance, Fitness</p> <p>Components of the unit: Proper use of handholds Proper use of footholds Spotting technique Proper Techniques Strategy Safety</p> <p>Fitness</p> <p>(Fitness testing: PACER, sit and reach, curl-ups, push-ups)</p> <p>Components of the unit: Muscular strength Muscular endurance Cardiovascular endurance Body composition Flexibility</p>	<p>Formative Assessments: Self-evaluation Skill checklist Distance climbed Peer evaluation Rating scales Individual scores</p> <p>Summative Assessments: Skill Assessment Written Test Fitness test scores in relation to previous quarter/year Ranking in relation to national scores Teacher observation</p> <p>A wide variety of activities address learning styles of all students. These activities include but are not limited to:</p> <ul style="list-style-type: none"> Fitness activities Team games and sports Movement development and dance Cooperative learning Individual skill development Demonstration Individual and group projects

	<ul style="list-style-type: none">Evaluate personal attributes as they relate to career options in physical activity and health professions.			
Key Vocabulary	Lifelong Fitness, Muscular Strength, Muscular Endurance, Flexibility, Cardiovascular Fitness, Body Composition, Kinesiology, Physiology, Psychology, Technique			
Evidence of Learning	<ul style="list-style-type: none">Observation of skill acquisition, proper techniques, participation, cooperation.Administration of the FitnessGram fitness testing.Utilization of pre-test and post-test push-up scores to monitor and track the student's personal fitness level and progression.Bloom’s taxonomy of deeper thinking (closure discussions).			
Interdisciplinary Connections	HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. MS-L S1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">Students will be encouraged to develop an understanding of culturally diverse perspective on sports and activities.Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
Computer Science and Design Thinking	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Career Readiness, Life Literacies, and Key Skills	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.			
Social Emotional Learning	<ul style="list-style-type: none">SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Pictures to demonstrate expectationsSimplified notes with imagesAlternative activityTranslate words for materials needed	<ul style="list-style-type: none">Scaffolding assignmentsEquipment modificationsFacility accommodationsChunking of materialsLabeling area to identify where materials are	<ul style="list-style-type: none">Scaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demo	<ul style="list-style-type: none">More complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanation

	<ul style="list-style-type: none"> • Shorter directions spoken in simple sentences • Music to enhance participation and performance 	<ul style="list-style-type: none"> • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Focus on essential vocabulary • Use of assistive technology • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • How to manuals demonstrating step by step photos of skills • Fill-in the blank weekly goal setting for physical fitness log • Chunking skills into smaller manageable steps • Adjust parameter around the student to limit distractions and noise • Use of timer or a clock to monitor time of student activity • Establish signs or cues for when breaks are needed • Low impact exercises 	<ul style="list-style-type: none"> • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	
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