

PHYSICAL EDUCATION / HEALTH CURRICULUM K-8 2019

PE & Health curriculum for Grades K-8: Includes NJSLA as they apply to student learning at each grade level

Green Township
School District

Green Township School District Philosophy

Our mission at Green is to education every student in a safe and secure environment to become a confident and caring life-long learner, who can communicate and contribute positively to the changing needs of society. The district, in cooperation with the community, will provide an academic environment that values excellence, initiative and diversity of our students and community, while supporting a program of studies that is congruent with the New Jersey Student Learning Standards.

Green Township School District Health and Physical Education K-8

Philosophy

Green Hills School is committed to improving individual growth and development of all students through the implementation and assessment of a sequential physical education and health program.

Challenging the students of Green to become more health and physical literate through a variety of topics and activities that motivate them to become lifelong learners is our goal. We, here at Green, try to prepare the students for the future they face in today's world through a skills-based approach as well as an emphasis on 21st-century skills.

In alignment with both the New Jersey Comprehensive Health Education and Physical Education Standards, as well with the SHAPE America National Standards, we hope to reach our goal in developing lifelong learners committed to their overall health and wellness.

K-2 Physical Education

Unit 1: Locomotor/Nonlocomotor Movements - Grades K- 2 Pace: Introduce: MP1 Develop: MP1/2 Apply: MP3 Competent: MP4		
Standards Reinforced: 2.5.2.B.1, 2.5.2.B.2, 2.5.P.A.3, 2.5.2.A.2, 2.5.2.A.4, 2.1.2.E.2		
Content Standards/Strands/CPI's	Suggested Standards for PE Practice	Critical Knowledge & Skills
2.5.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	Hopping, galloping, jumping, running, sliding, skipping, leaping, and marching.	SWBAT: K- perform locomotor skills while maintaining balance. 1- perform hop, gallop, jog, slide using mature pattern. 2- perform skip using mature pattern.
2.5.2.A.1- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Jogging, running, jumping, balance, weight transfer, curling and stretching.	SWBAT: K- perform jumping and landing with balance. -maintains momentary stillness on different bases of support. -travels in general space with different speeds and pathways. 1- develop jumping and landing in horizontal and vertical plane. -maintains stillness on different bases of support with different body shapes. -demonstrates twisting, curling, bending and stretching actions. -travels demonstrating different levels and in relationship with objects. 2- travels showing differentiation between jogging and sprinting. -demonstrate jumping and landing in horizontal and vertical plane. -balances on different bases of support combining levels and shapes. -differentiates among twisting, curling, bending, and stretching. -combines shapes, levels, and pathways into simple travels.

<p>2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	<p>Dance</p>	<p>SWBAT: K-perform locomotor skills in response to teacher lead dance. -moves in personal space to rhythm. 1-combines locomotor and nonlocomotor skills in a teacher designed dance. -moves in self space and general space to designed beats and rhythms. 2-performs teacher and/or students designed rhythmic activity with correct response to simple rhythms. -combines locomotor skills in general space to rhythm.</p>
<p>2.5.2.C.2- Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p>	<p>Appropriate behaviors and safety rules.</p>	<p>SWBAT: K-recognizes established protocols for class. -follows teacher directions for safe participation with minimal reminders. 1-exhibits established protocols for class. -follows teacher directions for safe participation without teacher reminders. 2-recognizes the role of rules and etiquette in teacher designed activities. -works safely with physical education equipment.</p>
<p>2.6.2.A.1- Explain the role of regular physical activity in relation to personal health.</p>	<p>Physical activity and personal health.</p>	<p>SWBAT: K-recognizes that physical activity is important for good health. 1-identifies physical activity as a component of good health. 2-recognizes the value of “good health balance”</p>
<p>2.6.2.A.2- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness</p> <p>2.6.2.A.3- Develop a fitness goal and monitor progress towards achievement of the goal.</p>	<p>Physical activity and personal health.</p>	<p>SWBAT: K-recognizes that when you move fast your heart beats faster and you breathe faster. 1-identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. 2-identifies physical activities that contribute to fitness including activities for developing strength.</p>

<p>2.1.2.A.2- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p>Basic body parts (i.e. elbow, shoulder, knee) Basic muscles (i.e. quadriceps, bicep, abdominals) Basic organs (i.e. heart, lungs, brain)</p>	<p>SWBAT: K-identify basic body parts 1-recognize basic body parts related to balance, strength, flexibility. 2-recognize the role these body parts play in fitness activities.</p>
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<p align="center">Unit 1: What This May Look Like</p>	
<p>Suggested Activities for Unit 1</p> <p><i>May include but not limited to:</i> -various chasing and fleeing games, dances (A very simple dance, hokey pokey, chicken dance, mexican hat dance, bunny hop, YMCA, tootie ta, cha cha slide, macarena. Bubba can't dance, the whip, copperhead road), exercise cards, "freeze", musical hoops, rhythm sticks,ghosts in the graveyard, various relays, match games (holiday, season) chicken coop, dog catchers, wind and flowers, cookie monster, wizards in the forest, spiders and flies, follow the leader, simon says, crazy driver, yoga, fitness math, M and M tag, surviving the seasons, noodle tag, wild horses. (and any other activities discovered by teacher)</p> <p>(see appendix for activity description)</p>	<p>Interdisciplinary Connections</p> <p><i>May include but not limited to:</i> -ILA, Science, Math, World Culture, World Language, Performing Arts</p>
<p>District/School Summative Assessment Plan</p> <p><i>May include but not limited to:</i> -teacher observation -multiple response techniques -written tests -interview -post skills test -rubrics</p>	<p>District/School Formative Assessment Plan</p> <p><i>May include but not limited to:</i> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment</p>

-fitness logs	-checklist -repetition
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21st Century Skills

May include but not limited to:

- collaboration
- decision making
- use of technology
- communication.
- creativity

Core Instructional Materials	District/School Primary and Supplementary Resources
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May include but not limited to:

- various equipment
- task cards
- technology
- literature

May include but not limited to:

- professional development opportunities
- digital resources (ie. physical education website, social media)
- instructional literature
- professional networking.

Differentiation / Accommodations / Modifications
Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.

Special Education Students	English Language Learners
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May include but not limited to:

Based on the particular needs of the student:

- vary distance
- vary height
- equipment size
- provide extra time to complete task
- material of equipment
- challenge by choice
- pair visual prompts with verbal presentation

May include but not limited to:

Based on the particular needs of the student:

- pair visual prompts with verbal presentation
- ask students to restate information/directions
- repetition and practice
- model of skills and techniques to be mastered
- preferential seating
- assign a peer helper in a class setting

<ul style="list-style-type: none"> -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Unit 2: Manipulatives - Grades K- 2 Pace: Introduce: MP1 Develop: MP1/2 Apply: MP3 Competent: MP4		
Standards Reinforced: 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.C.1, 2.6.2.A.1, 2.6.2.A.2, 2.1.2.E.2		
Content Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
2.5.P.A.3- Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.	Spatial and coordination skills.	SWBAT: K- developmentally appropriate skills such as: throw, catch, and twirl hula hoop.

2.5.2.B.2- Explain the difference between offense and defense.	Define offense and defense.	SWBAT: 2- demonstrate through game play offensive and defensive strategy.
2.1.P.D.1- Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used)	Safety Awareness	SWBAT: K- introduced to safety concepts/situations with teacher assistance (equipment, emergency drills, spacial awareness) 1- introduced to safety concepts/situations with minimal teacher assistance (equipment, emergency drills, spacial awareness) 2- introduced to safety concepts/situations without teacher assistance (equipment, emergency drills, spacial awareness)

Unit 2: What This May Look Like	
Suggested Activities for Unit 2 <i>May include but not limited to:</i> -3,2,1 (pin and hoop), beanbag bowling, various equipment (individual/partner/small group) (I.e. hula hoops, jump ropes, beanbags, etc.) bug splat (IPAD), endline ball, endline soccer, pin guard, satellite destruction, fitness bowling, strikerball, pillow polo, popcorn roll and bounce, speed stacks, bucket blitz, team handball. (and any other activities discovered by teacher) (see appendix for activity description)	Interdisciplinary Connections <i>May include but not limited to:</i> -ILA, Science, Math, World Culture, World Language, Performing Arts
District/School Summative Assessment Plan <i>May include but not limited to:</i> -teacher observation -multiple response techniques -written test -interview -post skills test	District/School Formative Assessment Plan <i>May include but not limited to:</i> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews

-rubrics -fitness logs	-self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
May include but not limited to: -collaboration -decision making -use of technology -communication. -creativity	May include but not limited to: -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
May include but not limited to: -various equipment -task cards -technology -literature	May include but not limited to: -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
May include but not limited to: <i>Based on the particular needs of the student:</i> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice	May include but not limited to: <i>Based on the particular needs of the student:</i> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting

<ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Develop: MP2/3
Apply: MP3
Competent: MP4

Standards Reinforced: 2.5.P.A.3, 2.5.2.A.1, 2.5.2.B.1, 2.5.2.B.2, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1, 2.6.2.A.1, 2.6.2.A.2, 2.1.2.E.2

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p>	<p>Jogging, running, jumping, balance, weight transfer, curling and stretching.</p>	<p>SWBAT: K-perform jumping and landing with balance. -maintains momentary stillness on different bases of support. -travels in general space with different speeds and pathways. 1-develop jumping and landing in horizontal and vertical plane. -maintains stillness on different bases of support with different body shapes. -demonstrates twisting, curling, bending and stretching actions. -travels demonstrating different levels and in relationship with objects. 2-travels showing differentiation between jogging and sprinting. -demonstrate jumping and landing in horizontal and vertical plane. -balances on different bases of support combining levels and shapes. -differentiates among twisting, curling, bending, and stretching. -combines shapes, levels, and pathways into simple travels.</p>
<p>2.5.2.A.4- Detect, analyze, and correct errors and apply to refine movement skills.</p>	<p>Accepting feedback</p>	<p>SWBAT: K-follows instructions/directions when prompted. 1-responds appropriately from general feedback from teacher. 2-accepts specific/corrective feedback from teacher.</p>

Unit 3: What This May Look Like

Unit 3: What This May Look Like	
Suggested Activities for Unit	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -striker ball, circle gaga, pillow polo, various equipment (individual/partner/small group) (I.e. short handled implements, long handled implements, balls, etc.) (and any other activities discovered by teacher) <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -ILA, Science, Math, World Culture, World Language, Performing Arts
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written tests -interview -post skills test -rubrics -fitness logs 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interview -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p>	<p><i>May include but not limited to:</i></p>

<ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.
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Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities

-model of skills and techniques to be mastered
 -preferential seating
 -provide regular parent/school communication

-allow students to coordinate their own activity

Unit 4: Introducing Cooperative Activities - Grades K- 2

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4, 2.5.2.B.4, 2.5.2.C.1, 2.6.2.A.1, 2.6.2.A.2,

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
2.5.2.B.1- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	Differentiate between competitive and cooperative activities.	SWBAT: 1-notices the difference between competitive and cooperative strategies. 2-actively demonstrates the difference between competitive and cooperative strategies.
2.5.2.B.3- Determine how attitude impacts physical performance. 2.5.2.B.4- Demonstrate strategies that enable team and group members to achieve goals	Sharing, Following directions, Responsibility for behaviors and protocol, discovers positive feeling and enjoyment.	SWBAT: K -follows directions in group settings (E.g. taking turns, safe behaviours) -acknowledges responsibility for behavior when prompted. -shares equipment and space with others. -recognizes established protocols for class activities. -follows teacher directions for safety and proper use of equipment with minimal reminders. -acknowledges that some physical activities are challenging/difficult. -follows teacher directions for safe participation with minimal reminders. -identifies physical activity and playing with friends as enjoyable. 1 -Accepts personal responsibility by using equipment and space appropriately. -follows the rules and parameters of the learning environment. -works independently with others in small and large groups.

		<ul style="list-style-type: none"> -exhibits the established protocols for class. -follows teacher directions for safety and proper use of equipment without teacher reminders. -recognizes that challenges can lead to success. -describes and discusses how physical activity is enjoyable. 2-practices skills with minimal teacher prompting. -accepts responsibility for behavior and performance actions. -works independently with other in partner environments. -recognizes the role of rules in class. -works independently and safely in class.
2.5.2.C.1- Explain what it means to demonstrate good sportsmanship	Sportsmanship	SWBAT: 1 -describe and discuss sportsmanship and what it means. 2 -demonstrates and exhibits sportsmanship with teacher guidance.
2.1.2.E.2- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	Conflict resolution	SWBAT: 1 -recognize a conflict with teacher assistance. 2 -recognize a conflict without teacher assistance.
2.2.2.A.1- Express needs, wants, and feelings in health- and safety-related situations. 2.2.2.C.1- Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others	Needs, wants, feelings (relationships)	SWBAT: K -begin to understand the difference between needs and wants. 1 -demonstrate understanding of needs vs. wants 2 -identify needs and wants. -demonstrate appropriate response to needs and feelings.

Unit 4: What This May Look Like

Suggested Activities for Unit	Interdisciplinary Connections
<i>-May include but not limited to: -add on tag, amoeba blob, various rock, paper, scissor activities, evolution, squirrels in trees, secret handshake, acid river, add em' up, card exchange, circus day, pass the hula hoop, group juggle, noodle tag, parachute, train tracks, partner activities (dances, tennis)</i>	<i>May include but not limited to: -ILA, Science, Math, World Culture, World Language, Performing Arts</i>

<i>balls, scarves, etc) (and any other activities discovered by teacher) (see appendix for activity description)</i>	
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<i>May include but not limited to: -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs</i>	<i>May include but not limited to: -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition</i>
21st Century Skills	Modifications
<i>May include but not limited to: -collaboration -decision making -use of technology -communication. -creativity</i>	<i>May include but not limited to: -equipment size -different distance/heights of challenges -material of equipment -challenge by choice</i>
Core Instructional Materials	District/School Primary and Supplementary Resources
<i>May include but not limited to: -various equipment -task cards -technology -literature</i>	<i>May include but not limited to: -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.</i>

Differentiation / Accommodations / Modifications

Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.

Special Education Students	English Language Learners
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting</p>	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting</p>
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication</p>	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity</p>

3-4 Physical Education

Unit 1: Cooperative Activities - Grades 3-4
Pace: Introduce: MP1

Develop: MP1/2
Apply: MP3
Competent: MP4

Standards Reinforced: 2.5.4.A.1, 2.5.4.A.3, 2.6.4.A.1, 2.6.4.A.2, 2.5.4.A.2

Content Standards/Strands/CPI's	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.4.B.2- Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.2.4.A.2- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	Social Competence and cooperation	<p>SWBAT:</p> <p>3-works cooperatively with others and praises others for their success. -describes the positive social interactions that come when engaged with others in physical activity.</p> <p>4-praises the movement performance of others both more and less skilled. -accepts players of skill levels in activity. -describes and compares the positive social interactions when engaged in partner, small group and large group physical activities.</p>
<p>2.5.4.C.1- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.2.4.A.2- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	Sportsmanship	<p>SWBAT:</p> <p>3-demonstrates and exhibits sportsmanship.</p> <p>4-positively influences others.</p>
<p>2.2.4.A.1- Demonstrate effective interpersonal communication in health- and safety-related situations.</p> <p>2.2.4.A.2-Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	Effective communication and conflict resolution.	<p>SWBAT:</p> <p>3-practice and demonstrate effective communication and conflict resolution with teacher assistance.</p> <p>4-practice and demonstrate effective communication and conflict resolution with minimal teacher assistance.</p>

Unit 1: What This May Look Like

Unit 1: What This May Look Like	
Suggested Activities for Unit 1	Interdisciplinary Connections
<p><i>May include but not limited to:</i> <i>Acid river, add em' up, group juggle, circle hoops, amoeba blog, add on tag, rock paper scissor activities, noodle tag, multiple handshakes, dances, parachute, challenge ladder (and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i> <i>-ILA, Science, Math, World Culture, World Language, Performing Arts</i></p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i> <i>-teacher observation</i> <i>-multiple response techniques</i> <i>-written test</i> <i>-interview</i> <i>-post skills tests</i> <i>-rubrics</i> <i>-fitness logs</i></p>	<p><i>May include but not limited to:</i> <i>-direct instruction/teacher observation</i> <i>-group/partner work/discussion/assessment</i> <i>-gameplay</i> <i>-pair share</i> <i>-exit interviews</i> <i>-self assessment/peer assessment</i> <i>-checklist</i> <i>-repetition</i></p>
21st Century Skills	Modifications
<p><i>May include but not limited to:</i> <i>-collaboration</i> <i>-decision making</i> <i>-use of technology</i> <i>-communication.</i> <i>-creativity</i></p>	<p><i>May include but not limited to:</i> <i>-equipment size</i> <i>-different distance/heights of challenges</i> <i>-material of equipment</i> <i>-challenge by choice</i></p>
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i> <i>-various equipment</i></p>	<p><i>May include but not limited to:</i> <i>-professional development opportunities</i></p>

-task cards -technology -literature	-digital resources (ie. physical education website, social media) -instructional literature -professional networking.
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Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting</p>	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting</p>
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -pair visual prompts with verbal presentation -ask students to restate information/directions</p>	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -challenge by choice -provide opportunities to be a peer leader/teacher</p>

-repetition and practice
 -model of skills and techniques to be mastered
 -preferential seating
 -provide regular parent/school communication

-provide opportunities for the student to officiate sports/activities
 -allow students to coordinate their own activity

Unit 2: Invasions Games - Grades 3-4

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.4.B.2, 2.5.4.C.1, 2.2.4.A.1, 2.2.4.A.2, 2.6.4.A.1, 2.6.4.A.2, 2.5.4.A.2, 2.5.4.C.2

Content Standards

2.5.4.A.1- Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Suggested Standards for PE Practice

Locomotor skills, application of skills, throwing, catching, kicking, dribbling (hands/feet), volleying (underhand/overhand), and striking.

Critical Knowledge & Skills

SWBAT:

- 3-**jump and land using mature pattern.
- performs a sequence of locomotor skills, transitioning from one skill to another smoothly.
- throws underhand to a partner or target with reasonable accuracy.
- throws overhand while still developing mature pattern.
- catches an accurate pass while stationary.
- dribbles ball with hand or feet at a slow to moderate pace controlling ball and body.
- passes and receives ball with feet and with a stationary partner.
- uses a continuous running approach to perform a kick or a stationary ball for accuracy.
- volleys and object with an underhand strike sending it forward.
- strikes an object with long or short handled implement sending it forward using correct grip.
- 4-**combines traveling with manipulative skills of: dribbling, throwing, catching, and striking in small sided practice tasks.
- application of skill while throwing underhand.
- throws overhand using a mature pattern.
- throws to a moving partner with reasonable accuracy.
- catches a thrown ball at all levels using mature pattern.
- dribbles in self space with both preferred and nonpreferred hands using a mature

		<p>pattern</p> <ul style="list-style-type: none"> -dribbles with hands in general space using various speeds. -dribbles with the feet in general space with control using various speeds. -passes and receives with both inside and outside of feet while “giving” on reception. -combines skills or dribbling, passing, and receiving. -volleys underhand using mature pattern. -developing ability to volley ball two hand overhead sending it upward. -strikes an object with both short and long handled implements using mature pattern. -combines traveling with the manipulative skills of dribbling, throwing, catching, and striking.
<p>2.5.4.B.1-Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p>	<p>Define and demonstrate offense and defense</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> 3-recognizes the concept of open space. -recognizes locomotor skills specific to a variety of activities. -combines movement concepts (direction, levels, force) with skills. -applies simple strategy and tactics in chasing and fleeing activities. 4-applies the concept of open space to skills involving traveling. -dribbles in general space with changes in direction and speed. -applies the concepts of direction and force when striking an object. -applies simple and offensive defensive strategies and tactics in chasing and fleeing activities.

Unit 2: What This May Look Like

Suggested Activities for Unit 2	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <p><i>-various chasing and fleeing activities, two goal team handball, small sided soccer, basketball, hockey, football, steal the chicken, pillow polo, planet invasion, rescue the animals, wizards in the forest, passing bingo.</i></p> <p><i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i></p> <p><i>-ILA, Science, Math, World Culture, World Language, Performing Arts</i></p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan

<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p>	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p>

<ul style="list-style-type: none"> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Unit 3: Fitness/Dance - Grades 3-4

Pace: Introduce: MP1

Develop: MP2/3

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.4.B.2, 2.2.4.A.1, 2.2.4.A.2, 2.5.4.A.1, 2.5.4.A.2, 2.5.4.C.2

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
2.5.4.A.3 -Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness	Rope jumping, tempos, rhythms, balance	SWBAT: 3 -performs developmentally appropriate dance steps and movement patterns. -performs a sequence of locomotor skills with smooth transition. -moves into and out of balances with curling, twisting, and stretching actions. -performs intermediate jump rope skills (variety of tricks, running in and out of long rope).

dance).		<p>4-combines locomotor movement patterns and dance steps to create and perform an original dance. -creates a jump rope routine with either a short or long rope.</p>
<p>2.6.4.A.1- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4.A.2- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.1.4.A.1- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	Recognizing benefits of physical activity	<p>SWBAT:</p> <p>3-identifies physical activity benefits as a way to become healthier. -engages in the activities of class without teacher prompting. -describes the concept of fitness and provides examples of physical activity. -recognize the importance of warm up and cool down relative to physical activity. -discusses the relationship between physical activity and good health. -describes the positive social interactions that come when engaged with others in physical activity.</p> <p>4-analyzes opportunities for participation in physical activity outside of class. -actively engages in activities of class in both teach directed and independent. -identifies the components of health related fitness. -demonstrates warm up and cool down relative to fitness assessment. -describes and compares the positive social interactions when engaged in partner, small group, and large group activities.</p>
<p>2.6.4.A.3- Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.2.4.B.1- Use the decision-making process when addressing health-related issues.</p>	Monitoring fitness progress	<p>SWBAT:</p> <p>3-demonstrates with teacher direction, the health related fitness components. -reflects on the reasons for enjoying selected physical activities. -charts participation in physical activity outside of class.</p> <p>4-completes fitness assessments and identifies areas of needed improvement with teacher assistance. -ranks the enjoyment of participating in different physical activities. -demonstrates warm up and cool down relative to fitness assessment.</p>
<p>2.6.4.A.4- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p> <p>2.1.4.B.1- Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell,</p>	Recognize factors that could influence our personal fitness	<p>SWBAT:</p> <p>3-identifies foods that are beneficial for before and after physical activity. -identifies health related risk factors in regards to physical activity. (smoking, sleep, alcohol, stress, etc.)</p> <p>4-discusses the importance of hydration and hydration choices relative to physical activity.</p>

<p>and shape).</p> <p>2.1.4.E.4- Summarize the causes of stress and explain ways to deal with stressful situations.</p> <p>2.3.4.B.2- Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.4.B.4- Identify products that contain alcohol.</p>		
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Unit 3: What This May Look Like	
Suggested Activities for Unit 3	Interdisciplinary Connections
<p><i>May include but not limited to:</i> <i>Fitnessgram fitness test, various dances (line, partner, group, self created), fitness bowling, fitness math (dice), fitness card games, fitness cards, activities using ropes/hoops/etc., push up hockey, fitness tic tac toe, fitness stations, rhythm sticks.</i></p> <p><i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i> <i>-ILA, Science, Math, World Culture, World Language, Performing Arts</i></p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i> <i>-teacher observation</i> <i>-multiple response techniques</i></p>	<p><i>May include but not limited to:</i> <i>-direct instruction/teacher observation</i> <i>-group/partner work/discussion/assessment</i></p>

<ul style="list-style-type: none"> -written test -interview -post skills tests -rubrics -fitness logs 	<ul style="list-style-type: none"> -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -vary distance 	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation

<ul style="list-style-type: none"> -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<ul style="list-style-type: none"> -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Unit 4: Net/Wall Games/Activities - Grades 3-4

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.4.B.2, 2.5.4.C.1, 2.2.4.A.1, 2.2.4.A.2, 2.5.4.A.1, 2.5.4.B.1, 2.6.4.A.1, 2.6.4.A.2

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.4.A.2- Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.C.2- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.1.4.D.1-Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p>	<p>Safety in general space</p>	<p>SWBAT:</p> <p>3-recognizes the concept of open space.</p> <ul style="list-style-type: none"> -combines movement concepts (direction, level, force, time) as directed by teacher. -works independently and safely in individual physical activity settings. <p>4-applies the concept of open space in combination with using manipulatives (movement, striking with hand, feet, or implement)</p> <ul style="list-style-type: none"> -applies the concept of direction and force when striking an object. -works safely with peers and equipment in physical activity settings.

Unit 4: What This May Look Like

Suggested Activities for Unit 4	Interdisciplinary Connections
<p><i>-May include but not limited to:</i></p>	<p><i>May include but not limited to:</i></p>

<p><i>-Volleyball (serving game, box drills, low net volleyball, nuke-em), handball (use larger ball), short handled implement/wall activities.</i></p> <p><i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>-ILA, Science, Math, World Culture, World Language, Performing Arts</i></p>
<p>District/School Summative Assessment Plan</p>	<p>District/School Formative Assessment Plan</p>
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-teacher observation</i> <i>-multiple response techniques</i> <i>-written test</i> <i>-interview</i> <i>-post skills tests</i> <i>-rubrics</i> <i>-fitness logs</i> 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-direct instruction/teacher observation</i> <i>-group/partner work/discussion/assessment</i> <i>-gameplay</i> <i>-pair share</i> <i>-exit interviews</i> <i>-self assessment/peer assessment</i> <i>-checklist</i> <i>-repetition</i>
<p>21st Century Skills</p>	<p>Modifications</p>
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-collaboration</i> <i>-decision making</i> <i>-use of technology</i> <i>-communication.</i> <i>-creativity</i> 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-equipment size</i> <i>-different distance/heights of challenges</i> <i>-material of equipment</i> <i>-challenge by choice</i>
<p>Core Instructional Materials</p>	<p>District/School Primary and Supplementary Resources</p>
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-various equipment</i> <i>-task cards</i> <i>-technology</i> <i>-literature</i> 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-professional development opportunities</i> <i>-digital resources (ie. physical education website, social media)</i> <i>-instructional literature</i> <i>-professional networking.</i>

Differentiation / Accommodations / Modifications

Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.

Special Education Students

May include but not limited to:

Based on the particular needs of the student:

- vary distance*
- vary height*
- equipment size*
- provide extra time to complete task*
- material of equipment*
- challenge by choice*
- pair visual prompts with verbal presentation*
- ask students to restate information/directions*
- repetition and practice*
- model of skills and techniques to be mastered*
- preferential seating*
- assign a peer helper in a class setting*

English Language Learners

May include but not limited to:

Based on the particular needs of the student:

- pair visual prompts with verbal presentation*
- ask students to restate information/directions*
- repetition and practice*
- model of skills and techniques to be mastered*
- preferential seating*
- assign a peer helper in a class setting*

Students at Risk of School Failure

May include but not limited to:

Based on the particular needs of the student:

- pair visual prompts with verbal presentation*
- ask students to restate information/directions*
- repetition and practice*
- model of skills and techniques to be mastered*
- preferential seating*
- provide regular parent/school communication*

Gifted and Talented

May include but not limited to:

Based on the particular needs of the student:

- challenge by choice*
- provide opportunities to be a peer leader/teacher*
- provide opportunities for the student to officiate sports/activities*
- allow students to coordinate their own activity*

5-6 Physical Education

Unit 1: Cooperative Activities - Grades 5-6 Pace: Introduce: MP1 Develop: MP1/2 Apply: MP3 Competent: MP4		
Standards Reinforced: 2.5.6.C.1, 2.5.6.A.3, 2.6.6.A.1, 2.6.6.A.2, 2.5.6.A.2, 2.5.6.C.3, 2.5.6.A.1, 2.5.6.C.2		
Content Standards/Strands/CPI's	Suggested Standards for PE Practice	Critical Knowledge & Skills
2.5.6.A.4- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Developing skills for giving and receiving feedback.	SWBAT: 5- gives corrective feedback respectfully to peers. -analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

<p>2.2.6.A.1- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others</p>		<p>6-demonstrates self responsibility by implementing simple corrective feedback to improve performance. -demonstrates respect for self by asking for help and helping others in various activities.</p>
<p>2.5.6.B.2- Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.</p> <p>2.2.6.C.3- Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>	<p>Demonstrate teamwork, cooperation, respect,, and ways for improvement.</p>	<p>SWBAT: 5-accepts, recognizes, and actively involves others with both higher and lower skill abilities. -exhibits respect for self with appropriate behavior while engaging in activity. -critiques the etiquette involved in rules and activities. 6-accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. -cooperates with a small group of classmates during adventure activities, game play, or team building activities. -identifies the rules and etiquette for physical activities, games, and dance.</p>

<p style="text-align: center;">Unit 1: What This May Look Like</p>	
<p>Suggested Activities for Unit 1</p>	<p>Interdisciplinary Connections</p>
<p><i>May include but not limited to:</i> -group juggle, circle hoops, amoeba blog, add on tag, rock paper scissor activities, noodle tag, multiple handshakes, dances, omnikin, challenge ladder, tchoukball, (and any other activities discovered by teacher)</p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i> -ILA, Science, Math, World Culture, World Language, Performing Arts</p>
<p>District/School Summative Assessment Plan</p>	<p>District/School Formative Assessment Plan</p>
<p><i>May include but not limited to:</i> -teacher observation -multiple response techniques -written test -interview</p>	<p><i>May include but not limited to:</i> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share</p>

-post skills tests -rubrics -fitness logs	-exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
May include but not limited to: -collaboration -decision making -use of technology -communication. -creativity	May include but not limited to: -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
May include but not limited to: -various equipment -task cards -technology -literature	May include but not limited to: -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
May include but not limited to: Based on the particular needs of the student: -vary distance -vary height -equipment size	May include but not limited to: Based on the particular needs of the student: -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice

<ul style="list-style-type: none"> -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<ul style="list-style-type: none"> -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Unit 2: Invasions Games - Grades 5-6

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.6.6.A.1, 2.6.6.A.2, 2.5.6.A.2, 2.5.6.C.3, 2.5.6.A.1, 2.5.6.C.2		
Content Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.6.B.1- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</p>	<p>Demonstrate and analyze offense and defense.</p>	<p>SWBAT: 5-applies basic offensive and defensive strategies in invasion small sided practice tasks. -combines spatial concepts with locomotor and non locomotor movements for small groups. -combines movement concepts with skills in small sided practice tasks. -applies movement concepts to strategy and game situations. 6-creates open space by using locomotor movements. -uses a variety of passes, pivots, fakes, and give and go. -recognizing importance of using whole field or court. -defensively reduces open space for opponent and transitions from offense to defense (vice versa) by recovering quickly.</p>
<p>2.5.6.C.1- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.1.6.E.2- Distinguish health issues that warrant support from trusted adults or health professionals.</p>	<p>Understand the importance of fair play</p>	<p>SWBAT: 5-engages in physical activity with responsible interpersonal behavior. -exhibits respect for self and others while engaging in physical activity. -accepts, recognizes, and actively involves others with both higher and lower skill abilities. 6-exhibits personal responsibility by using personal etiquette demonstrating respect. -identifies and uses appropriate behaviors and positive talk. -accepts differences among class mates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. -cooperates with a small group of classmates during adventure activities, game play, or team building activities.</p>

Unit 2: What This May Look Like	
Suggested Activities for Unit 2	Interdisciplinary Connections
<p><i>May include but not limited to:</i> various chasing and fleeing activities, two goal team handball, small sided soccer, basketball, hockey, lacrosse, football, steal the chicken, pillow polo, planet invasion, get 6, swivel ball, guard the pin, gatorball, uno dos tres, ultimate team handball.</p>	<p><i>May include but not limited to:</i> -ILA, Science, Math, World Culture, World Language, Performing Arts</p>

<i>(and any other activities discovered by teacher)</i>	
(see appendix for activity description)	
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<i>May include but not limited to:</i> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<i>May include but not limited to:</i> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<i>May include but not limited to:</i> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<i>May include but not limited to:</i> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<i>May include but not limited to:</i> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<i>May include but not limited to:</i> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications

Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.

Special Education Students

- May include but not limited to:*
Based on the particular needs of the student:
- vary distance
 - vary height
 - equipment size
 - provide extra time to complete task
 - material of equipment
 - challenge by choice
 - pair visual prompts with verbal presentation
 - ask students to restate information/directions
 - repetition and practice
 - model of skills and techniques to be mastered
 - preferential seating
 - assign a peer helper in a class setting

English Language Learners

- May include but not limited to:*
Based on the particular needs of the student:
- pair visual prompts with verbal presentation
 - ask students to restate information/directions
 - repetition and practice
 - model of skills and techniques to be mastered
 - preferential seating
 - assign a peer helper in a class setting

Students at Risk of School Failure

- May include but not limited to:*
Based on the particular needs of the student:
- pair visual prompts with verbal presentation
 - ask students to restate information/directions
 - repetition and practice
 - model of skills and techniques to be mastered
 - preferential seating
 - provide regular parent/school communication

Gifted and Talented

- May include but not limited to:*
Based on the particular needs of the student:
- challenge by choice
 - provide opportunities to be a peer leader/teacher
 - provide opportunities for the student to officiate sports/activities
 - allow students to coordinate their own activity

Unit 3: Fitness/Dance - Grades 5-6

Pace: Introduce: MP1

Develop: MP2/3

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.6.C.1, 2.5.6.A.2, 2.5.6.C.3, 2.5.6.A.1, 2.5.6.C.2

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.6.A.3- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance)</p>	<p>Rope jumping, tempos, rhythms, balance</p>	<p>SWBAT: 5- combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern. -combines balance and transferring weight in sequence. -combines locomotor skills and movement concepts to create and perform a dance with a group. -creates a jump rope routine with a partner. 6-demonstrate correct rhythm and pattern for at least one form of dance (folk, social, line, etc.) -varies application of force during dance.</p>
<p>2.6.6.A.1- Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2- Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.1.6.A.1- Explain how health data can be used to assess and improve each dimension of personal wellness.</p>	<p>Define skill (agility, balance, coordination, speed, reaction time) versus health-related (muscular strength, muscular endurance, cardiovascular endurance, body composition, and flexibility), analyze benefits of activity.</p>	<p>SWBAT: 5-charts and analyzes physical activity outside physical education class. -compares the health benefits of participating in selected physical activities. -describes the social benefits gained from participating in physical activity. -differentiates between skill related and health related fitness. 6- describes how being physically active leads to a healthy body. -participates in self selected physical activity outside of class. -differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. -participates in a variety of recreation team sports, outdoor pursuits, or dance activities. -identifies the components of skill related fitness.</p>

<p>2.6.6.A.3- Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program</p>	<p>Monitoring and analyzing fitness progress.</p>	<p>SWBAT: 5-identifies the needs for warmup and cooldown based on physical activity. -analyzes results of fitness assessment. -designs a fitness plan to enhance fitness. 6-sets and monitors self selected physical activity goal. -employs correct techniques of stretching. -describes the role of warmups and cooldowns before and after physical activity. -designs and implements a program addressing 1 area weakness based on fitness assessment. -maintains a physical activity log for at least 2 weeks with reflection.</p>
<p>2.6.6.A.4-Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5-Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.1.6.B.1- Determine factors that influence food choices and eating patterns.</p> <p>2.2.6.B.4- Compare and contrast nutritional information on similar food products in order to make informed choices.</p>	<p>Discover and demonstrate knowledge of connections that could influence personal fitness and one's health.</p>	<p>SWBAT: 5-analyzes the impact of food choices relative to physical activity. -analyzes different physical activities for enjoyment and challenge. 6-makes appropriate decisions based on the weather, or ability to ensure safety of self and others. -participates in physical activity for at least 60 minutes per day. -identifies positive and negative results of stress and appropriate ways of dealing with each.</p>
<p>2.6.6.A.6-Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p>	<p>Define the FITT principle</p> <p>Demonstrate the understanding the effect of frequency, intensity, time, and type in relationship to reaching personal fitness goals.</p>	<p>SWBAT: 5/6- identifies each of the components of the overload principle (FITT: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness, and flexibility) -defines resting heart rate and describes its relationship to aerobic fitness.</p>

Unit 3: What This May Look Like

Unit 3: What This May Look Like	
Suggested Activities for Unit 3	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -Fitnessgram fitness test, basic fitness activities (run, skip, stretch, etc) various dances (line, partner, group, self created), fitness bowling, fitness math (dice), fitness card games, fitness cards, activities using ropes/hoops/etc., push up hockey, fitness tic tac toe, fitness stations. (and any other activities discovered by teacher) <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -ILA, Science, Math, World Culture, World Language, Performing Arts
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources

<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.
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Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions 	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher

- repetition and practice
- model of skills and techniques to be mastered
- preferential seating
- provide regular parent/school communication

- provide opportunities for the student to officiate sports/activities
- allow students to coordinate their own activity

Unit 4: Striking and Fielding Activities (includes net/wall)- Grades 5-6

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.6.B.1, 2.5.6.C.1, 2.6.6.A.1, 2.6.6.A.2, 2.5.6.A.1, 2.5.6.C.2

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
2.5.6.A.2- Explain concepts of force and motion and demonstrate control	Demonstrate the ability to modify force, flow, time, and spatial awareness in	SWBAT: 5-demonstrates mature patterns of kicking and punting.

while modifying force, flow, time, space, and relationships in interactive dynamic environments.	gameplay/activities.	<ul style="list-style-type: none"> -volleys a ball using two hands sending it upward. -strikes an object consecutively using a partner using a short handled implement. -strikes a pitched ball with a bat using a mature pattern. -combine striking with a long implement with receiving and traveling skills. -applies movement concepts to strategy in game situations. -applies the concepts of directions and force to strike an object with short and long handled implement. 6-strikes with mature underhand and overhand patterns in net/wall games. -demonstrates mature form of the forehand and backhand stroke. -transfers weight with correct timing for the striking pattern. -volleys using mature form in practice tasks. -strikes a pitched ball with an implement with force in a variety of practice tasks. -catches with mature pattern from different trajectories. -identifies open spaces and attempts to strike object into that space.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.	Experience different cultures through sport and activity.	<p>SWBAT:</p> <p>5/6-analyzes different physical activities for enjoyment and challenge.</p> <ul style="list-style-type: none"> -describes the social benefits gained from participating in physical activity and games from other cultures. -understands and appreciates different cultures expressed through activities and sports.

Unit 4: What This May Look Like

Suggested Activities for Unit 4	Interdisciplinary Connections
<p><i>-May include but not limited to:</i></p> <p><i>-softball, monster ball, cricket, Alaskan baseball, volleyball, pickleball, handball, table 2 square, table tennis, omnikin, hockey, various kickball type games, danish long ball, 4 square, spikeball, lobster ball.</i></p> <p><i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i></p> <p><i>-ILA, Science, Math, World Culture, World Language, Performing Arts</i></p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <p><i>-teacher observation</i></p>	<p><i>May include but not limited to:</i></p> <p><i>-direct instruction/teacher observation</i></p>

<ul style="list-style-type: none"> -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<ul style="list-style-type: none"> -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p>May include but not limited to:</p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p>May include but not limited to:</p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p>May include but not limited to:</p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p>May include but not limited to:</p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p>May include but not limited to:</p> <p>Based on the particular needs of the student:</p> <ul style="list-style-type: none"> -vary distance -vary height 	<p>May include but not limited to:</p> <p>Based on the particular needs of the student:</p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions

<ul style="list-style-type: none"> -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<ul style="list-style-type: none"> -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Unit 5: Target Games - Grades 5-6

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.6.B.1, 2.5.6.C.1, 2.6.6.A.1, 2.6.6.A.2, 2.5.6.A.2, 2.5.6.C.3

Content Standards/Strands/CPI's	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.6.A.1-Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p>	<p>Implementation of manipulative skills in combination of a variety of locomotor movement in gameplay.</p>	<p>SWBAT: 5-combines traveling with manipulative skills for execution towards a target. -uses appropriate pacing for a variety of running distances. -uses appropriate use of transfer of weight for maximum success in force and accuracy. -uses mature patterns in manipulative skills (underhand throw, overhand throw, kick, catch, roll, etc.) -correct body position in defense positioning in target games. -combines a variety of movement skills using free and continuous motion. 6-demonstrates a mature underhand pattern for a modified target game (bocce). -strikes, with an implement, a stationary object for accuracy. -uses mature patterns in manipulative skills (underhand throw, kick, catch, roll, etc.) -demonstrates a mature overhand throw pattern in activities for accuracy (tchoukball).</p>
<p>2.5.6.C.2-Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p>	<p>Recognizing the relationship between safety and a successful activity.</p>	<p>SWBAT: 5-applies safety principles with age appropriate physical activities. -criques the etiquette involved in rules of various game activities. -exhibits respect for self with appropriate behavior while engaging in behavior. -participates with responsible behavior in a variety of activities, environments, and facilities. 6-uses physical activity and fitness equipment appropriately and safely with teacher guidance. -identifies the rules and etiquette for physical activities, games, and dance.</p>

	<ul style="list-style-type: none"> -cooperates with a small group of classmates during gameplay. -exhibits personal responsibility by demonstrating respect for facilities, equipment, and others.
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Unit 5: What This May Look Like	
<p>Suggested Activities for Unit 5</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -Picnic games (bean bag toss, ladderball, washers, fox tail, horse shoes, bocce), spikeball, kanjam, pin guard, swivel ball, tchoukball, various hockey activities, passing bingo. . (and any other activities discovered by teacher) <p>(see appendix for activity description)</p>	<p>Interdisciplinary Connections</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -ILA, Science, Math, World Culture, World Language, Performing Arts
<p>District/School Summative Assessment Plan</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p>District/School Formative Assessment Plan</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
<p>21st Century Skills</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration 	<p>Modifications</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size

<ul style="list-style-type: none"> -decision making -use of technology -communication. -creativity 	<ul style="list-style-type: none"> -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting

Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication</p>	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity</p>

7-8 Physical Education

Unit 1: Cooperative Activities - Grades 7-8 Pace: Introduce: MP1 Develop: MP1/2 Apply: MP3 Competent: MP4		
Standards Reinforced: 2.5.8.B.1, 2.5.8.B.2, 2.5.8.C.1, 2.5.8.A.3, 2.6.8.A.1, 2.5.8.A.2, 2.5.8.C.3, 2.5.8.A.1, 2.5.8.C.2		
Content Standards/Strands/CPI's	Suggested Standards for PE Practice	Critical Knowledge & Skills
2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills	Demonstrate an understanding in differences and challenges.	SWBAT: 7- reduces open space by using locomotor movements in combination with movement concepts. -varies speed force and space for optimal success. -provides corrective feedback to a peer using teacher generated guidelines using appropriate tone. 8- open and close space during small sided gameplay by combining locomotor movements with movement concepts.

		<ul style="list-style-type: none"> -varies placement, force, and timing to prevent anticipation by opponent. -describes and applies mechanical advantages for a variety of movement patterns. -provides encouragement and feedback to peers without prompting from the teacher.
<p>2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.2.8.A.1- Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8.C.1- Analyze strategies to enhance character development in individual, group, and team activities.</p>	Recognize appropriate social interaction in achieving a goal	<p>SWBAT:</p> <p>7-demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <ul style="list-style-type: none"> -problem solves with a small group of classmates during small group or gameplay. -demonstrates the importance of social interaction by encouraging others and providing support. <p>8-responds appropriately to participants ethical and unethical behavior during physical activity.</p> <ul style="list-style-type: none"> -cooperates with multiple classmates on problem solving initiatives. -demonstrates respect for self by asking for help and helping others in various activities.

Unit 1: What This May Look Like	
Suggested Activities for Unit 1	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -group juggle, group hoops, amoeba blog, add on tag, rock paper scissor activities, noodle tag, multiple handshakes, dances, omnikin, challenge ladder, tchoukball. (and any other activities discovered by teacher) <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -ILA, Science, Math, World Culture, World Language, Performing Arts
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share

-post skills tests -rubrics -fitness logs	-exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
May include but not limited to: -collaboration -decision making -use of technology -communication. -creativity	May include but not limited to: -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
May include but not limited to: -various equipment -task cards -technology -literature	May include but not limited to: -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
May include but not limited to: Based on the particular needs of the student: -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment	May include but not limited to: Based on the particular needs of the student: -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating

<ul style="list-style-type: none"> -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<ul style="list-style-type: none"> -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Unit 2: Invasions Games - Grades 7-8

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.6.8.A.1, 2.5.8.A.4, 2.5.8.B.3, 2.5.8.A.2, 2.5.8.C.3, 2.5.8.A.1, 2.5.8.C.2

Content Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
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<p>2.5.8.B.1-Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2-Assess the effectiveness of specific mental strategies applied to improve performance</p>	<p>Maximizing offensive and defensive strategies to encourage success. Recognize the importance of positive attitude.</p>	<p>SWBAT: 7-executes at least one of the following designed to great open space: pivot, fake, jab steps. -performs offensive skills (pivot, give and go, fakes) with defensive pressure. -dribbles with hands or feet using dominant and nondominant as well as change of speed and direction. -creates open space by staying spread on offense and cutting/passing quickly. -reduces open space on defense by staying close to the opponent.. -transitions from offense to defense and vice versa by recovering quickly and communicating. 8-executes at least two of the following designed to great open space: screen,pivot, fake, jab steps. -executes offensive skills (pivot, give and go, and fake) during small sided game play. -dribbles with hands or feet using dominant and nondominant as well as change of speed and direction in small sided gameplay -creates open space by staying spread on offense and cutting/passing quickly and using fakes off the ball. -reduces open space on defense by staying goal side and reducing the distance. -transitions from offense to defense and vice versa by recovering quickly and communicating and capitalizing on an advantage. 7/8-utilize the effective mental strategy of positive self talk.</p>
<p>2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p>	<p>Demonstrate and encourage the importance of fair play</p>	<p>SWBAT: 7-demonstrates knowledge of rules and etiquette by self officiating modified activities and games. -demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. -problem solves with a small group of classmates during small group or gameplay. 8-applies rules and etiquette by acting as an official. -cooperates with multiple classmates on problem solving initiatives. -demonstrates respect for self by asking for help and helping others in various activities.</p>

Unit 2: What This May Look Like

Suggested Activities for Unit 2	Interdisciplinary Connections
<p><i>May include but not limited to:</i> <i>various chasing and fleeing activities, two goal team handball, small sided soccer, basketball, hockey, lacrosse, football, steal the chicken, pillow polo, planet invasion, get 6, swivel ball, guard the pin, gatorball, uno dos tres, ultimate team handball, rugby.</i> <i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i> <i>-ILA, Science, Math, World Culture, World Language, Performing Arts</i></p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i> <i>-teacher observation</i> <i>-multiple response techniques</i> <i>-written test</i> <i>-interview</i> <i>-post skills tests</i> <i>-rubrics</i> <i>-fitness logs</i></p>	<p><i>May include but not limited to:</i> <i>-direct instruction/teacher observation</i> <i>-group/partner work/discussion/assessment</i> <i>-gameplay</i> <i>-pair share</i> <i>-exit interviews</i> <i>-self assessment/peer assessment</i> <i>-checklist</i> <i>-repetition</i></p>
21st Century Skills	Modifications
<p><i>May include but not limited to:</i> <i>-collaboration</i> <i>-decision making</i> <i>-use of technology</i> <i>-communication.</i> <i>-creativity</i></p>	<p><i>May include but not limited to:</i> <i>-equipment size</i> <i>-different distance/heights of challenges</i> <i>-material of equipment</i> <i>-challenge by choice</i></p>
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i> <i>-various equipment</i></p>	<p><i>May include but not limited to:</i> <i>-professional development opportunities</i></p>

-task cards -technology -literature	-digital resources (ie. physical education website, social media) -instructional literature -professional networking.
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Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<i>May include but not limited to: Based on the particular needs of the student:</i> <ul style="list-style-type: none"> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<i>May include but not limited to: Based on the particular needs of the student:</i> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<i>May include but not limited to: Based on the particular needs of the student:</i> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered 	<i>May include but not limited to: Based on the particular needs of the student:</i> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

-preferential seating
 -provide regular parent/school communication

Unit 3: Fitness/Dance - Grades 7-8

Pace: Introduce: MP1

Develop: MP2/3

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.8.A.4, 2.5.8.B.3, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.C.1, 2.5.8.A.2, 2.5.8.C.3, 2.5.8.A.1, 2.5.8.C.2

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.8.A.3-Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p>	<p>Through individual or small group demonstrate creativity and timing</p>	<p>SWBAT: 7-demonstrates correct rhythm and pattern for a different dance form among folk, social, creative, line, and world dance. 8-exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.</p>
<p>2.6.8.A.1-Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.4-Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.1.8.B.1- Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide</p>	<p>Demonstrate understanding and begin to apply training principles to enhance one's life through physical activity. Demonstrate and understanding how what we eat and drink and other lifestyle behaviors contribute to our personal health.</p>	<p>SWBAT: 7-participates in a physical activity twice a week outside of PE. -participates in a variety of lifetime dual and individual sports. -describes a role of exercise in nutrition and weight management. -develops strategies for balancing healthy food, snacks, and water intake along with physical activity. -practices strategies for dealing with stress. 8-participates in a physical activity three times a week outside of PE. -participates in a self selected lifetime sport outside of the school day. -describe a role of flexibility in injury prevention. -describes a relationship between poor nutrition and health risk factors. -demonstrates basic movement used in other stress reducing activities.</p>

<p>nutritional balance</p> <p>2.1.8.B.2- Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p>		
<p>2.6.8.A.2-Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3-Analyze how medical and technological advances impact personal fitness</p> <p>2.1.8.B.3-Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>2.1.8.B.4-Analyze the nutritional values of new products and supplements.</p> <p>2.1.8.A.1-Assess and apply Health Data to enhance each dimension of personal wellness.</p>	<p>Analyze and develop a plan for effective physical activity in relation to one's health.</p>	<p>SWBAT:</p> <p>7-identifies barriers related to maintaining a physically active lifestyle and seeks solutions for limiting those barriers.</p> <p>-designs and implements a program to improve two areas of weaknesses based on fitness assessment.</p> <p>-maintains a physical activity and nutrition log for at least 2 weeks with reflection.</p> <p>8-identifies the 5 components of health related fitness and explains the connections between fitness and overall physical and mental health.</p> <p>-designs and implements a program to improve three areas of weaknesses based on fitness assessment.</p> <p>-designs and implements a program to improve health related fitness and nutrition.</p>
<p>2.6.8.A.5-Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p>	<p>Utilizing the the FITT principle to design and implement a plan.</p>	<p>SWBAT:</p> <p>7-describes the overload principle (FITT formula) for different types of physical activity and training principles and how the formula will affect fitness.</p> <p>-designs a warm-up/cool-down regimen for a self-selected physical activity.</p> <p>8-uses the overload principle (FITT formula) in preparing a personal workout.</p> <p>-designs and implements a warm-up/cool-down regimen for a self-selected physical activity.</p>

Unit 3: What This May Look Like

Suggested Activities for Unit 3	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -Fitnessgram fitness test, various dances (line, partner, group, self created), fitness bowling, fitness math (dice), fitness card games, fitness cards, activities using ropes/hoops/etc.fitness tic tac toe, fitness stations. <p><i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -ILA, Science, Math, World Culture, World Language, Performing Arts
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p>	<p><i>May include but not limited to:</i></p>

<ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.
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Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities

-model of skills and techniques to be mastered
 -preferential seating
 -provide regular parent/school communication

-allow students to coordinate their own activity

Unit 4: Striking and Fielding Activities (includes net/wall) - Grades 7-8

Pace: Introduce: MP1

Develop: MP1/2

Apply: MP3

Competent: MP4

Standards Reinforced: 2.5.8.A.4, 2.5.8.B.3, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.C.1, 2.6.8.A.1, 2.5.8.A.1, 2.5.8.C.2

Content & Practice Standards	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.8.A.2-Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p>	<p>Demonstrate the ability to modify force, flow, time, and spatial awareness while using implements in gameplay/activities.</p>	<p>SWBAT: 7-passes and receives with hands or feet in combination with locomotor patterns of running and changing direction. -Strikes with a mature underhand and overhand pattern with and without an implement. -Transfers weight with correct timing using low to high striking pattern. -Strikes a pitched ball with an implement to open space in a variety of practice tasks,</p>

		<ul style="list-style-type: none"> -Catches with a mature pattern from different trajectories in small sided game play. 8-passes and receives with hands, feet, and an implement in combination with locomotor patterns of running and changing direction. -Strikes with a mature underhand and overhand pattern with and without an implement in full game environment. -Strikes a pitched ball with an implement to open space in a variety of small sided games. -Catches using an implement from different trajectories and speeds in gameplay.
2.5.8.C.3 -Analyze the impact of different world cultures on present-day games, sports, and dance.	Experience different cultures through sport and activity	<p>SWBAT:</p> <p>7/8-analyzes different physical activities for enjoyment and challenge.</p> <ul style="list-style-type: none"> -describes the social benefits gained from participating in physical activity and games from other cultures. -understands and appreciates different cultures expressed through activities and sports.

Unit 4: What This May Look Like	
Suggested Activities for Unit 4	Interdisciplinary Connections
<p><i>-May include but not limited to:</i></p> <p><i>-softball, monster ball, cricket, Alaskan baseball, volleyball, pickleball, handball, table 2 square, table tennis, omnikin, hockey, various kickball type games, danish long ball, 4 square, spikeball, lobster ball, rugby, kinball, 4 square pickleball.</i></p> <p><i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p><i>May include but not limited to:</i></p> <p><i>-ILA, Science, Math, World Culture, World Language, Performing Arts</i></p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-teacher observation</i> <i>-multiple response techniques</i> <i>-written test</i> <i>-interview</i> <i>-post skills tests</i> <i>-rubrics</i> 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <i>-direct instruction/teacher observation</i> <i>-group/partner work/discussion/assessment</i> <i>-gameplay</i> <i>-pair share</i> <i>-exit interviews</i> <i>-self assessment/peer assessment</i>

-fitness logs	-checklist -repetition
21st Century Skills	Modifications
<i>May include but not limited to:</i> -collaboration -decision making -use of technology -communication. -creativity	<i>May include but not limited to:</i> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<i>May include but not limited to:</i> -various equipment -task cards -technology -literature	<i>May include but not limited to:</i> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation	<i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting

<ul style="list-style-type: none"> -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -provide regular parent/school communication 	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice -provide opportunities to be a peer leader/teacher -provide opportunities for the student to officiate sports/activities -allow students to coordinate their own activity

Unit 5: Target Games - Grades 7-8
Pace: Introduce: MP1

Develop: MP1/2
Apply: MP3
Competent: MP4

Standards Reinforced: 2.5.8.A.4, 2.5.8.B.3, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.C.1, 2.6.8.A.1, 2.5.8.A.2, 2.5.8.C.3

Content Standards/Strands/CPI's	Suggested Standards for PE Practice	Critical Knowledge & Skills
<p>2.5.8.A.1-Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities)</p>	<p>Deeper understanding and implementation of manipulative skills in combination of a variety of locomotor movement in gameplay.</p> <p>Anticipation of actions and reactions.</p>	<p>SWBAT:</p> <p>7-executes consistently a mature underhand pattern for target games. -strikes with an implement a stationary object for accuracy and distance. -uses mature patterns in manipulative skills (underhand/overhand throw, kick, catch, roll, etc.) with accuracy. -Anticipate the trajectory of an object/action performed by self.</p> <p>8-performs consistently a mature underhand pattern with accuracy and mature. -strikes with an implement a stationary object for accuracy and power. -uses mature patterns in manipulative skills (underhand/overhand throw, kick, catch, roll, etc.) with accuracy and changes in force in gameplay. -Anticipate the trajectory of an object/action performed by self and others.</p>
<p>2.5.8.C.2-Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p>	<p>Deeper understanding and appreciation of the relationship between safety and a successful activity.</p>	<p>SWBAT:</p> <p>7-independently uses physical activity and exercise equipment appropriately and safely. -demonstrate knowledge or rules and etiquette by self-officiating modified physical activity and games. -problem solves with a small group of classmates during the activity. -exhibits responsible social behavior by cooperating with classmates,demonstrating inclusive behaviors, and supporting classmates.</p> <p>8-independently uses physical activity and exercise equipment appropriately and identifies different safety concerns associated with the activity. -applies rules and etiquette by acting as an official. -cooperates with multiple classmates on problem solving initiatives. -accepts responsibility for improving one's own levels of physical activity and fitness.</p>

Unit 5: What This May Look Like

Unit 5: What This May Look Like	
<p>Suggested Activities for Unit 5</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -Picnic games (bean bag toss, ladderball, washers, fox tail, horse shoes, bocce), spikeball, kanjam, pin guard, swivel ball, tchoukball, various hockey activities, passing bingo. <p><i>(and any other activities discovered by teacher)</i></p> <p>(see appendix for activity description)</p>	<p>Interdisciplinary Connections</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -ILA, Science, Math, World Culture, World Language, Performing Arts
<p>District/School Summative Assessment Plan</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p>District/School Formative Assessment Plan</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
<p>21st Century Skills</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p>Modifications</p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice

Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -vary distance -vary height -equipment size -provide extra time to complete task -material of equipment -challenge by choice -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting 	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation -ask students to restate information/directions -repetition and practice -model of skills and techniques to be mastered -preferential seating -assign a peer helper in a class setting
Students at Risk of School Failure	Gifted and Talented
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -pair visual prompts with verbal presentation 	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <ul style="list-style-type: none"> -challenge by choice

-ask students to restate information/directions
-repetition and practice
-model of skills and techniques to be mastered
-preferential seating
-provide regular parent/school communication

-provide opportunities to be a peer leader/teacher
-provide opportunities for the student to officiate sports/activities
-allow students to coordinate their own activity

K-8 Health Curriculum

Unit 1: Personal Growth/Wellness - Grades K-8

Pace: Grades K-4th 12 classes / 5th-8th 16 classes

Content Strand	Content CPI's	National Health Education Standards (see attached appendix)
A. Personal Growth and Development	<p>2.1.P.A.1- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>2.1.2.A.1- Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.1.4.A.1- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2- Determine the relationship of personal health practices and behaviors on an individual’s body systems.</p> <p>2.1.6.A.1- Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.A.2- Relate how personal lifestyle habits, environment, and heredity influence</p>	<p>SWBAT:</p> <p>1.2.1 Identify that healthy behaviors impact personal health.</p> <p>1.2.2 Recognize that there are multiple dimensions of health.</p> <p>1.2.3 Describe ways to prevent communicable diseases.</p> <p>1.5.1 Describe the relationship between healthy behaviors and personal health.</p> <p>1.5.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.</p> <p>1.5.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>1.5.5 Describe when it is important to seek health care.</p> <p>2.5.1 Describe how family influences personal health practices and behaviors.</p> <p>2.5.2 Identify the influence of culture on health practices and behaviors.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors</p> <p>2.5.4 Describe how the school and community can support personal health practices and behaviors.</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors.</p> <p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p> <p>6.5.2 Identify resources to assist in achieving a personal health goal.</p> <p>7.5.1 Identify responsible personal health behaviors.</p> <p>7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.</p> <p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.6 Explain how appropriate health care can promote personal health.</p>

	<p>growth and development in each life stage.</p> <p>2.1.8.A.1-Assess and apply Health Data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.2-Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>2.1.8.A.3-Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.A.4-Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p>	<p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.4 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.6 Analyze the influence of technology on personal and family health.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.2 Access valid health information from home, school, and community.</p> <p>3.8.3 Determine the accessibility of products that enhance health.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.</p>
<p>B. Nutrition</p>	<p>2.1.P.B.1- Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p> <p>2.1.2.B.1- Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2- Explain how foods on MyPlate differ in nutritional content and value.</p>	<p>SWBAT:</p> <p>2.2.1 Identify how the family influences personal health practices and behaviors.</p> <p>2.2.2 Identify what the school can do to support personal health practices and behaviors.</p> <p>2.2.3 Describe how the media can influence health behaviors.</p> <p>6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.</p> <p>6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.</p> <p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p> <p>8.2.1 Make requests to promote personal health.</p>

	<p>2.1.2.B.3- Summarize information about food found on product labels.</p> <p>2.1.4.B.1- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2- Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3- Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4- Interpret food product labels based on nutritional content.</p> <p>2.1.6.B.1- Determine factors that influence food choices and eating patterns.</p> <p>2.1.6.B.2- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4- Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>2.1.8.B.1- Analyze how culture, health status, age, and eating environment</p>	<p>8.2.2 Encourage peers to make positive health choices.</p> <p>2.5.6 Describe ways that technology can influence personal health.</p> <p>5.5.3 List healthy options to health-related issues or problems.</p> <p>5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>5.5.5 Choose a healthy option when making a decision.</p> <p>5.5.6 Describe the outcomes of a health-related decision.</p> <p>6.5.1 Set a personal health goal and track progress toward its achievement.</p> <p>8.5.1 Express opinions and give accurate information about health issues.</p> <p>8.5.2 Encourage others to make positive health choices.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>5.8.3 Distinguish when individual or collaborative decision making is appropriate.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>5.8.7 Analyze the outcomes of a health-related decision.</p> <p>6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.</p> <p>6.8.3 Apply strategies and skills needed to attain a personal health goal.</p> <p>6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>(NHES reinforced: 1.5.1, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 3.5.1, 7.5.1, 2.5.1, 1.8.1, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.6, 2.8.10, 3.8.1, 3.8.2, 3.8.3, 3.8.5, 5.8.1, 6.8.1, 7.8.1, 8.8.2)</p>
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	<p>influence personal eating patterns and recommend ways to provide nutritional balance</p> <p>2.1.8.B.2-Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.4-Analyze the nutritional values of new products and supplements.</p>	
<p>C. Diseases and Health Conditions</p>	<p>2.1.P.C.1- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>2.1.2.C.1- Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2- Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>2.1.2.C.3- Determine how personal feelings can affect one’s wellness.</p> <p>2.1.4.C.1-Explain how most diseases and health conditions are preventable.</p> <p>2.1.4.C.2-Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p>	<p>SWBAT:</p> <p>1.2.1 Identify that healthy behaviors impact personal health.</p> <p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>4.5.4 Demonstrate how to ask for assistance to enhance personal health.</p> <p>5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>5.8.3 Distinguish when individual or collaborative decision making is appropriate.</p> <p>5.8.5 Predict the potential short-term impact of each alternative on self and others.</p> <p>8.8.1 State a health-enhancing position on a topic and support it with accurate information.</p> <p>(NHES reinforced: 1.2.3, 7.2.2, 1.5.1, 1.5.4, 1.5.5, 2.5.1, 2.5.4, 2.5.5, 3.5.1, 3.5.2, 5.5.6, 7.5.1, 7.5.2, 7.5.3, 1.8.1, 1.8.4, 2.8.1, 2.8.2, 2.8.3, 2.8.5, 2.8.8, 2.8.10, 3.8.1, 3.8.2, 4.8.1, 4.8.4, 5.8.1, 5.8.2, 5.8.4, 5.8.6, 5.8.7, 6.8.1, 7.8.1, 7.8.2, 7.8.3, 8.8.2, 8.8.4)</p>

	<p>2.1.4.C.3- Explain how mental health impacts one’s wellness.</p> <p>2.1.6.C.1- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6.C.3- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>2.1.8.C.1- Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.3- Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>	
D. Safety	<p>2.1.P.D.1- Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p> <p>2.1.P.D.2- Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p>	<p>SWBAT:</p> <p>1.2.4 List ways to prevent common childhood injuries.</p> <p>3.2.1 Identify trusted adults and professionals who can help promote health.</p> <p>3.2.2 Identify ways to locate school and community health helpers.</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed</p>

	<p>2.1.P.D.3- Identify community helpers who assist in maintaining a safe environment.</p> <p>2.1.P.D.4- Know how to dial 911 for help.</p> <p>2.1.2.D.1- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2.D.2- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches</p> <p>2.1.2.D.3- Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p>2.1.4.D.1-Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.4.D.2-Summarize the various forms of abuse and ways to get help.</p> <p>2.1.4.D.3-Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</p>	<p>4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2 Demonstrate refusal skills that avoid or reduce health risks.</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>(NHES reinforced: 7.2.2, 8.2.2, 1.5.1, 1.5.3, 1.4.5, 2.2.2, 2.5.3, 2.5.5, 5.5.4, 5.5.6, 7.5.1, 7.5.2, 7.5.3, 8.5.2, 1.8.1, 1.8.9, 2.8.5, 2.8.9, 3.8.4, 4.8.4, 7.8.3, 8.8.2, 8.8.4)</p>
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	<p>2.1.4.D.4-Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p> <p>2.1.6.D.1-Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6.D.2-Explain what to do if abuse is suspected or occurs.</p> <p>2.1.6.D.4-Assess when to use basic first-aid procedures.</p> <p>2.1.8.D.1-Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.2-Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</p> <p>2.1.8.D.4-Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.</p>	
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<p>E. Social and Emotional Health</p>	<p>2.1.2.E.1- Identify basic social and emotional needs of all people.</p> <p>2.1.2.E.2- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>2.1.2.E.3- Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>2.1.4.E.1- Compare and contrast how individuals and families attempt to address basic human needs.</p> <p>2.1.4.E.2- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p> <p>2.1.4.E.4- Summarize the causes of stress and explain ways to deal with stressful situations.</p> <p>2.1.6.E.1- Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.2- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.8.E.2- Determine the effectiveness of</p>	<p>SWBAT:</p> <p>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4.2.2 Demonstrate listening skills to enhance health.</p> <p>4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.</p> <p>4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>(NHES reinforced: 1.5.2, 1.5.3, 1.5.5, 2.5.1, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 3.5.2, 4.5.1, 4.5.2, 4.5.4, 5.5.2, 5.5.3, 5.5.4, 8.5.1, 8.5.2, 1.8.1, 1.8.2, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.7, 2.8.10, 3.8.2, 3.8.4, 3.8.5, 4.8.1, 4.8.2, 4.8.4, 5.8.1, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.8.3, 7.2.1, 7.8.1, 7.8.2, 7.8.3, 8.8.1, 8.8.2, 8.8.4)</p>
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	<p>existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.4-Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>	
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Unit 1: What This May Look Like	
Suggested Subject Matter/Activities for Unit 1	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <p>K-2- Healthy habits, hygiene, correct terminology for body parts, food groups, myplate, basic safety, awareness of warning symbols, differentiate characteristics of strangers, acquaintances, and trusted adults, preventing and resolving basic conflict.</p> <p>3/4-Hygiene, healthy vs unhealthy snacks and breakfast choices, examine causes of stress and ways to cope, myplate, decipher and understand product nutritional facts, health triangle, food safety, basic safety and when to ask for help, the role of the family, body systems, mental health impact on wellness, food product labels.</p> <p>5/6- Effects of personal choices in regards to fitness and habits, nutrients, basic mental health (depression, anxiety, etc.) Heimlich maneuver/choking, 9-1-1 etiquette, bullying and conflict/resolution, diseases and health conditions, common mental illnesses</p> <p>7/8- hereditary conditions, positive impacts in health from technology, food choice (this or that), healthy options to losing and gaining weight. impact of mental illness (depression, eating disorders, etc.), basic first aid, impact of marketing techniques, and stress management.</p>	<p><i>May include but not limited to:</i></p> <p>-ILA, Science, Math, World Culture, World Language, Performing Arts, Physical Education</p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan

<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications <i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<i>May include but not limited to:</i>	<i>May include but not limited to:</i>

Based on the particular needs of the student:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.

Based on the particular needs of the student:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<p><i>-Establish procedures for accommodations / modifications for assessments.</i></p>	
<p>Students at Risk of School Failure</p>	<p>Gifted and Talented</p>
<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> Modifications for Classroom <ul style="list-style-type: none"> <i>-Pair visual prompts with verbal presentations</i> <i>-Ask students to restate information, directions, and assignments.</i> <i>-Repetition and practice</i> <i>-Model skills / techniques to be mastered.</i> <i>-Provide copy of class notes</i> <i>-Preferential seating to be mutually determined by the student and teacher</i> <i>-Student may request to use a computer to complete assignments.</i> <i>-Establish expectations for correct spelling on assignments.</i> <i>-Assign a peer helper in the class setting</i> <i>-Provide oral reminders and check student work during independent work time</i> <i>-Assist student with long and short term planning of assignments</i> <i>-Encourage student to proofread assignments and tests</i> <i>-Provide regular parent/ school communication</i> <i>-Teachers will check/sign student agenda daily</i> <i>-Student requires use of other assistive technology device</i> <i>-Extended time to complete assignments.</i> <i>-Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</i> <i>-Provide the student with clearly stated (written) expectations and grading criteria for assignments.</i> <i>-Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</i> Modifications for Assessments <ul style="list-style-type: none"> <i>-Extended time on classroom tests and quizzes.</i> <i>-Student may take/complete tests in an alternate setting as needed.</i> <i>-Restate, reread, and clarify directions/questions</i> </p>	<p><i>May include but not limited to:</i> <i>Based on the particular needs of the student:</i> Extension Activities (content, process, product and learning environment) <ul style="list-style-type: none"> <i>-Conduct research and provide presentation of various topics.</i> <i>-Design surveys to generate and analyze data to be used in discussion.</i> <i>-Debate topics of interest / cultural importance.</i> <i>-Authentic listening and reading sources that provide data and support for speaking and writing prompts.</i> <i>-Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</i> Anchor Activities <ul style="list-style-type: none"> <i>-Use of Higher Level Questioning Techniques</i> <i>-Provide assessments at a higher level of thinking</i> </p>

-Distribute study guide for classroom tests.
-Establish procedures for accommodations / modifications for assessments.

2014 Technology Standards

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant grade 3- 5 projects for technology standards [8.1](#) and [8.2](#):

Please see relevant grade 6- 8 projects for technology standards [8.1](#) and [8.2](#):

Unit 2: Community Health (Integrated Skills) - Grades K-8

Pace: Grades K-4th 8 classes / 5th-8th 8 classes

Content Strand	Content CPI's	National Health Education Standards (see attached appendix)
A. Interpersonal Communication	<p>2.2.2.A.1- Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.2.4.A.1-Demonstrate effective interpersonal communication in health- and safety-related situations.</p>	<p>SWBAT:</p> <p>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>2.5.1 Describe how family influences personal health practices and behaviors.</p> <p>2.5.2 Identify the influence of culture on health practices and behaviors.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors</p> <p>2.5.4 Describe how the school and community can support personal health practices and behaviors.</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors.</p>

	<p>2.2.4.A.2-Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others</p> <p>2.2.6.A.1-Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.A.2-Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>2.2.8.A.1-Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8.A.2-Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p>	<p>2.5.6 Describe ways that technology can influence personal health.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p> <p>4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2 Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>4.5.4 Demonstrate how to ask for assistance to enhance personal health.</p> <p>5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>5.5.3 List healthy options to health-related issues or problems.</p> <p>5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health</p> <p>8.5.1 Express opinions and give accurate information about health issues.</p> <p>8.5.2 Encourage others to make positive health choices.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.4 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.6 Analyze the influence of technology on personal and family health.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.5 Predict the potential short-term impact of each alternative on self and others.</p> <p>5.8.7 Analyze the outcomes of a health-related decision..</p>
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		<p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors..</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.</p>
<p>B. Decision-Making and Goal Setting</p>	<p>2.2.2.B.1- Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2- Relate decision-making by self and others to one’s health.</p> <p>2.2.2.B.3- Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.2.2.B.4- Select a personal health goal and explain why setting a goal is important.</p> <p>2.2.4.B.2-Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4.B.3-Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p>2.2.6.B.1-Use effective decision-making strategies.</p>	<p>SWBAT</p> <p>2.2.3 Describe how the media can influence health behaviors.</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p>1.5.1 Describe the relationship between healthy behaviors and personal health.</p> <p>2.5.2 Identify the influence of culture on health practices and behaviors.</p> <p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.5.5 Choose a healthy option when making a decision.</p> <p>5.5.6 Describe the outcomes of a health-related decision.</p> <p>7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.2 Access valid health information from home, school, and community.</p> <p>3.8.3 Determine the accessibility of products that enhance health.</p> <p>5.8.3 Distinguish when individual or collaborative decision making is appropriate.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>

	<p>2.2.6.B.3-Determine how conflicting interests may influence one’s decisions.</p> <p>2.2.6.B.4-Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p> <p>2.2.8.B.1-Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2-Justify when individual or collaborative decision-making is appropriate.</p>	<p>(NHES reinforced: 2.2.1, 2.2.2, 6.2.1, 6.2.2, 8.2.1, 2.5.1, 2.5.3, 2.5.4, 2.5.5, 2.5.2, 4.5.1, 4.5.3, 5.5.2, 5.5.3, 5.5.4, 2.8.1, 2.8.3, 2.8.4, 2.8.5, 2.8.8, 2.8.10, 3.8.5, 4.8.1, 4.8.4, 5.8.1, 5.8.2, 5.8.4, 5.8.5, 5.8.7)</p>
<p>C. Character Development</p>	<p>2.2.2.C.1- Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2.C.2- Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.2.4.C.1-Determine how an individual’s character develops over time and impacts personal health.</p> <p>2.2.4.C.2-Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p> <p>2.2.6.C.1-Explain how character and core ethical values can be useful in addressing challenging situations.</p>	<p>SWBAT:</p> <p>4.2.2 Demonstrate listening skills to enhance health.</p> <p>1.5.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>2.5.1 Describe how family influences personal health practices and behaviors.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors</p> <p>7.5.1 Identify responsible personal health behaviors.</p> <p>1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>(NHES reinforced: 1.2.2, 3.2.2, 4.5.1, 4.5.3, 8.5.2, 4.8.1, 7.8.1, 2.8.1, 2.8.2, 2.8.3, 8.8.2)</p>

	<p>2.2.6.C.2-Predict situations that may challenge an individual’s core ethical values.</p> <p>2.2.6.C.3-Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>2.2.8.C.1-Analyze strategies to enhance character development in individual, group, and team activities.</p>	
D. Advocacy and Service	<p>2.2.2.D.1- Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>2.2.6.D.2-Develop a position about a health issue in order to inform peers.</p>	<p>SWBAT:</p> <p>8.2.1 Make requests to promote personal health.</p> <p>8.2.2 Encourage peers to make positive health choices.</p> <p>8.8.1 State a health-enhancing position on a topic and support it with accurate information.</p> <p>(NHES reinforced: 8.8.2, 8.8.3, 8.8.4)</p>
E. Health Services and Information	<p>2.2.P.E.1- Identify community helpers who assist in maintaining a safe environment.</p> <p>2.2.2.E.1- Determine where to access home, school, and community health professionals.</p> <p>2.2.4.E.1-Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p> <p>2.2.4.E.2-Explain when and how to seek help when experiencing a health problem.</p> <p>2.2.6.E.1-Determine the validity and reliability of different types of health</p>	<p>SWBAT:</p> <p>1.2.5 Describe why it is important to seek health care.</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.</p> <p>(NHES reinforced: 2.2.2, 3.2.1, 3.2.2, 2.5.4, 3.5.1, 3.5.2, 2.8.4, 2.8.5, 3.8.1, 3.8.2, 3.8.4, 3.8.5)</p>

	<p>resources.</p> <p>2.2.6.E.2-Distinguish health issues that warrant support from trusted adults or health professionals.</p> <p>2.2.8.E.1-Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.2.8.E.2-Compare and contrast situations that require support from trusted adults or health professionals.</p>	
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Unit 2: What This May Look Like	
Suggested Subject Matter/Activities for Unit 2	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <p>K-2- Differentiate between needs, wants, and feelings, define decision, think before acting, the meaning of character, identification of community helpers.</p> <p>3/4- Communication (responding to others while disagreeing), understand how family/peers/media influence decisions, and define the 6 pillars of character education.</p> <p>5/6- Verbal and nonverbal communication, refusal and assertiveness skills, decision-making strategies, accessing reliable sources of health information, and empathy and civic mindedness.</p> <p>7/8- Refusal, negotiating and assertiveness skills, peer pressure, conflicts, determining social situations that need decision making skills, and accessing reliable health products.</p>	<p><i>May include but not limited to:</i></p> <p>-ILA, Science, Math, World Culture, World Language, Performing Arts, Physical Education</p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<i>May include but not limited to:</i>	<i>May include but not limited to:</i>

<ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p>May include but not limited to:</p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p>May include but not limited to:</p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p>May include but not limited to:</p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p>May include but not limited to:</p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners
<p>May include but not limited to: Based on the particular needs of the student: Modifications for Classroom</p>	<p>May include but not limited to: Based on the particular needs of the student: -Modifications for Classroom</p>

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students at Risk of School Failure

Gifted and Talented

May include but not limited to:

Based on the particular needs of the student:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.

May include but not limited to:

Based on the particular needs of the student:

Extension Activities (content, process, product and learning environment)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

-Establish procedures for accommodations / modifications for assessments.

2014 Technology Standards

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant grade 3- 5 projects for technology standards [8.1](#) and [8.2](#):

Please see relevant grade 6- 8 projects for technology standards [8.1](#) and [8.2](#):

Unit 3: Alcohol, Tobacco, Other Drugs - Grades K-8

Pace: Grades K-4th 8 classes / 5th-8th 8 classes

Content Strand	Content CPI's	National Health Education Standards (see attached appendix)
A. Medicines	<p>2.3.2.A.1- Explain what medicines are and when some types of medicines are used.</p> <p>2.3.2.A.2- Explain why medicines should be administered as directed.</p> <p>2.3.4.A.1-Distinguish between over-the-counter and prescription medicines.</p> <p>2.3.4.A.2- Determine possible side effects of common types of medicines.</p> <p>2.3.6.A.1-Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p>	<p>SWBAT:</p> <p>1.2.5 Describe why it is important to seek health care.</p> <p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p> <p>1.5.1 Describe the relationship between healthy behaviors and personal health.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors.</p> <p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p> <p>4.5.2 Demonstrate refusal skills that avoid or reduce health risks.</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>5.5.6 Describe the outcomes of a health-related decision.</p> <p>8.5.1 Express opinions and give accurate information about health issues.</p> <p>8.5.2 Encourage others to make positive health choices.</p> <p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.6 Explain how appropriate health care can promote personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p>

	<p>2.3.6.A.2-Compare information found on over-the-counter and prescription medicines.</p> <p>2.3.8.A.1-Explain why the therapeutic effects and potential risks of commonly used over-the counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>2.3.8.A.2-Compare and contrast adolescent and adult abuse of prescription and over-the counter medicines and the consequences of such abuse.</p>	<p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>5.8.5 Predict the potential short-term impact of each alternative on self and others.</p> <p>5.8.7 Analyze the outcomes of a health-related decision.</p> <p>8.8.1 State a health-enhancing position on a topic and support it with accurate information.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>(NHES reinforced: 1.2.1, 1.2.5, 5.2.1)</p>
<p>B. Alcohol Tobacco and Other Drugs</p>	<p>2.3.2.B.1- Identify ways that drugs can be abused.</p> <p>2.3.2.B.2- Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3- Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.4.B.1-Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>2.3.4.B.2-Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>2.3.4.B.3-Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p>	<p>SWBAT:</p> <p>1.2.1 Identify that healthy behaviors impact personal health.</p> <p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p> <p>2.5.2 Identify the influence of culture on health practices and behaviors.</p> <p>5.5.3 List healthy options to health-related issues or problems.</p> <p>5.5.5 Choose a healthy option when making a decision.</p> <p>7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.</p>

	<p>2.3.4.B.4-Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>2.3.4.B.5-Identify the short- and long- term physical effects of inhaling certain substances.</p> <p>2.3.6.B.1-Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2-Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3-Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p> <p>2.3.6.B.4-Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.</p> <p>2.3.6.B.5-Determine situations where the use of alcohol and other drugs influence decision making and can place one at risk.</p> <p>2.3.6.B.6-Summarize the signs and symptoms of inhalant abuse.</p> <p>2.3.6.B.7-Analyze the relationship between injected drug use and diseases such as</p>	<p>(NHES reinforced: 4.2.3, 5.2.1, 8.2.1, 8.2.2, 1.5.1, 2.5.3, 2.5.5, 4.5.2, 5.5.1, 5.5.4, 5.5.6, 8.5.1, 8.5.2, 1.8.1, 1.8.9, 2.8.3, 2.8.5, 4.8.2, 5.8.2, 5.8.5, 5.8.7, 8.8.1, 8.8.2)</p>
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	<p>HIV/AIDS and hepatitis.</p> <p>2.3.8.B.1-Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.2-Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3-Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.4-Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.5-Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.6-Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p> <p>2.3.8.B.7-Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8.B.8-Analyze health risks associated with injected drug use.</p>	
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<p>C. Dependency/Addiction Treatment</p>	<p>2.3.2.C.1- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2- Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p> <p>2.3.4.C.1-Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.4.C.2-Differentiate between drug use, abuse, and misuse.</p> <p>2.3.4.C.3-Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p> <p>2.3.6.C.1-Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6.C.2-Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>2.3.6.C.3-Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</p>	<p>SWBAT:</p> <p>1.2.5 Describe why it is important to seek health care.</p> <p>2.2.1 Identify how the family influences personal health practices and behaviors.</p> <p>2.2.2 Identify what the school can do to support personal health practices and behaviors.</p> <p>1.5.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>1.5.5 Describe when it is important to seek health care.</p> <p>2.5.1 Describe how family influences personal health practices and behaviors.</p> <p>4.5.4 Demonstrate how to ask for assistance to enhance personal health.</p> <p>5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>6.5.2 Identify resources to assist in achieving a personal health goal.</p> <p>7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>(NHES reinforced: 3.2.1, 3.2.2, 5.2.1, 5.2.2, 1.5.1, 2.5.2, 2.5.3, 2.5.5, 5.5.4, 1.8.1, 1.8.8, 1.8.9, 2.8.1, 2.8.3, 2.8.5, 2.8.10, 5.8.2, 5.8.6,</p>
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	<p>2.3.6.C.4-Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</p> <p>2.3.8.C.1-Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>2.3.8.C.2-Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>	
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Unit 3: What This May Look Like	
Suggested Subject Matter/Activities for Unit 3	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <p>K-2- Medicines (types and uses), basic effects of tobacco, first hand and second hand smoke, explain that people can misuse ATD but can get help.</p> <p>3/4- Differentiate between OTC and prescription drugs, and tobacco (ingredients, effects, and defining nicotine).</p> <p>5/6- Side effects of common medicines, alcohol and tobacco (laws, types, effects, advertising), signs and symptoms of alcohol and tobacco abuse, electronic cigarettes/vapes, and reliable sources for information and help.</p> <p>7/8- OTC and prescription abuse and treatment, marijuana and inhalants (effects, law's, refusal skills), personal and community effects of common drugs to this area (heroin, meth, molly), financial consequences of ATD, refusal and negotiating skills.</p>	<p><i>May include but not limited to:</i></p> <p>-ILA, Science, Math, World Culture, World Language, Performing Arts, Physical Education</p>

District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

Differentiation / Accommodations / Modifications	
<i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i>	
Special Education Students	English Language Learners

May include but not limited to:

Based on the particular needs of the student:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions

May include but not limited to:

Based on the particular needs of the student:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure

May include but not limited to:
 Based on the particular needs of the student:
Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Gifted and Talented

May include but not limited to:
 Based on the particular needs of the student:
Extension Activities (content, process, product and learning environment)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

2014 Technology Standards

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant grade 3- 5 projects for technology standards [8.1](#) and [8.2](#):

Please see relevant grade 6- 8 projects for technology standards [8.1](#) and [8.2](#):

Unit 4: Family Life - Grades K-8

Pace: Grades K-4th 2 classes / 5th-8th 8 classes

Content Strand	Content CPI's	National Health Education Standards (see attached appendix)
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<p>A. Relationships</p>	<p>2.4.2.A.1- Compare and contrast different kinds of families locally and globally.</p> <p>2.4.2.A.2- Distinguish the roles and responsibilities of different family members.</p> <p>2.4.2.A.3- Determine the factors that contribute to healthy relationships.</p> <p>2.4.4.A.1- Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2- Explain why healthy relationships are fostered in some families and not in others.</p> <p>2.4.6.A.1- Compare and contrast how families may change over time.</p> <p>2.4.6.A.2- Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3- Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4- Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5- Compare and contrast the role of dating and dating behaviors in adolescence.</p>	<p>SWBAT:</p> <p>2.2.1 Identify how the family influences personal health practices and behaviors.</p> <p>2.2.2 Identify what the school can do to support personal health practices and behaviors.</p> <p>1.5.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>2.5.1 Describe how family influences personal health practices and behaviors.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors.</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors.</p> <p>2.5.6 Describe ways that technology can influence personal health.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p> <p>4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>5.5.5 Choose a healthy option when making a decision.</p> <p>7.5.1 Identify responsible personal health behaviors.</p> <p>8.5.1 Express opinions and give accurate information about health issues.</p> <p>1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.6 Analyze the influence of technology on personal and family health.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>3.8.2 Access valid health information from home, school, and community.</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>8.8.1 State a health-enhancing position on a topic and support it with accurate information.</p>
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	<p>2.4.8.A.1-Predict how changes within a family can impact family members.</p> <p>2.4.8.A.2-Explain how the family unit impacts character development.</p> <p>2.4.8.A.4-Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.8.A.5-Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>2.4.8.A.6-Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p>	
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<p>B. Sexuality</p>	<p>2.4.4.B.1-Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p>2.4.6.B.1-Compare growth patterns of males and females during adolescence.</p> <p>2.4.6.B.2-Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.3-Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p> <p>2.4.6.B.4-Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p>2.4.8.B.1-Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p> <p>2.4.8.B.2-Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8.B.4-Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p> <p>2.4.8.B.5-Discuss topics regarding gender</p>	<p>SWBAT:</p> <p>1.5.1 Describe the relationship between healthy behaviors and personal health.</p> <p>4.5.2 Demonstrate refusal skills that avoid or reduce health risks.</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.</p> <p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.6 Explain how appropriate health care can promote personal health.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>5.8.5 Predict the potential short-term impact of each alternative on self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.</p> <p>(NHES reinforced: 2.5.2, 2.5.5, 4.5.1, 5.5.5, 7.5.1, 2.8.3, 2.8.5, 2.8.8, 4.8.1, 7.8.1)</p>
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	<p>identity, sexual orientation, and cultural stereotyping. Early detection strategies assist in the prevention and treatment of illness or disease.</p> <p>2.4.8.B.6-Explain the importance of practicing routine health care procedures such as breast self-examination, testicular examinations, and HPV vaccine.</p>	
<p>C. Pregnancy and Parenting</p>	<p>2.4.4.C.1-Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4.C.2-Relate the health of the birth mother to the development of a healthy fetus.</p> <p>2.4.6.C.1-Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2-Identify the signs and symptoms of pregnancy.</p> <p>2.4.6.C.3-Identify prenatal practices that support a healthy pregnancy.</p> <p>2.4.8.C.1-Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>2.4.8.C.2-Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of</p>	<p>SWBAT:</p> <p>1.5.5 Describe when it is important to seek health care.</p> <p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>5.5.6 Describe the outcomes of a health-related decision.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.7 Analyze the outcomes of a health-related decision.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>(NHES reinforced: 1.5.1, 8.5.1, 1.8.1, 1.8.6, 5.8.2, 7.8.1, 7.8.3, 8.8.4)</p>

	<p>labor and childbirth and the adjustment period following birth. . .</p> <p>2.4.8.C.5-Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p>	
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Unit 4: What This May Look Like	
Suggested Subject Matter/Activities for Unit 4	Interdisciplinary Connections
<p><i>May include but not limited to:</i></p> <p>K-2- Families (types, roles, responsibilities)</p> <p>3/4- Role of family and friends and healthy relationships, and how to be a good friend and family member.</p> <p>5/6- Puberty (changes that boys and girls go through), reproductive systems, and menstruation.</p> <p>7/8- Pregnancy and fetal development, human genetics and heredity, STI's, relationships (healthy, dating, decision making, assertiveness)</p>	<p><i>May include but not limited to:</i></p> <p>-ILA, Science, Math, World Culture, World Language, Performing Arts, Physical Education</p>
District/School Summative Assessment Plan	District/School Formative Assessment Plan
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -teacher observation -multiple response techniques -written test -interview -post skills tests -rubrics -fitness logs 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -direct instruction/teacher observation -group/partner work/discussion/assessment -gameplay -pair share -exit interviews -self assessment/peer assessment -checklist -repetition
21st Century Skills	Modifications

<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -collaboration -decision making -use of technology -communication. -creativity 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -equipment size -different distance/heights of challenges -material of equipment -challenge by choice
Core Instructional Materials	District/School Primary and Supplementary Resources
<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -various equipment -task cards -technology -literature 	<p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> -professional development opportunities -digital resources (ie. physical education website, social media) -instructional literature -professional networking.

<p align="center">Differentiation / Accommodations / Modifications</p> <p align="center"><i>Appropriate accommodations, instructional adaptations and/or modifications as determined by the IEP or 504 team.</i></p>	
Special Education Students	English Language Learners
<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> -Pair visual prompts with verbal presentations -Ask students to restate information, directions, and assignments. -Repetition and practice -Model skills / techniques to be mastered. -Extended time to complete class work -Provide copy of classnotes -Preferential seating to be mutually determined by the student and teacher -Student may request to use a computer to complete assignments. -Establish expectations for correct spelling on assignments. -Assign a peer helper in the class setting -Provide oral reminders and check student work during independent work time 	<p><i>May include but not limited to:</i></p> <p><i>Based on the particular needs of the student:</i></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> -Pair visual prompts with verbal presentations -Ask students to restate information, directions, and assignments. -Repetition and practice -Model skills / techniques to be mastered. -Extended time to complete class work -Provide copy of classnotes -Assign a peer helper in the class setting <p>Modifications for Homework/Assignments</p>

<ul style="list-style-type: none"> -Assist student with long and short term planning of assignments -Encourage student to proofread assignments and tests -Provide regular parent/ school communication -Teachers will check/sign student agenda daily -Student requires use of other assistive technology device <p>Modifications for Homework and Assignments</p> <ul style="list-style-type: none"> -Extended time to complete assignments. -Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. -Provide the student with clearly stated (written) expectations and grading criteria for assignments. -Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Modifications for Assessments</p> <ul style="list-style-type: none"> -Extended time on classroom tests and quizzes. -Student may take/complete tests in an alternate setting as needed. -Restate, reread, and clarify directions/questions -Distribute study guide for classroom tests. -Establish procedures for accommodations / modifications for assessments. 	<ul style="list-style-type: none"> -Modified Assignments -Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) -Extended time for assignment completion as needed -Highlight key vocabulary -Use graphic organizers
Students at Risk of School Failure	Gifted and Talented
<p>May include but not limited to: Based on the particular needs of the student:</p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> -Pair visual prompts with verbal presentations -Ask students to restate information, directions, and assignments. -Repetition and practice -Model skills / techniques to be mastered. -Provide copy of classnotes -Preferential seating to be mutually determined by the student and teacher -Student may request to use a computer to complete assignments. 	<p>May include but not limited to: Based on the particular needs of the student:</p> <p>Extension Activities (content, process, product and learning environment)</p> <ul style="list-style-type: none"> -Conduct research and provide presentation of various topics. -Design surveys to generate and analyze data to be used in discussion. -Debate topics of interest / cultural importance. -Authentic listening and reading sources that provide data and support for speaking and writing prompts. -Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

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Anchor Activities

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