



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Physical Education, Grades 6-8

Department: Health & Physical Education

Board Approval	Supervisor	Notes
July 2009	James Maliff	Born Date
June 2015	Candy Vasta	Revisions
November 2017	Candy Vasta	Revisions
March 2019	Valerie Sorce	Review
August 2022	Patrick O'Neill	Alignment to Standards & Incorporate State Mandates

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Physical Education, Grades 6-8

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Movement Skills and Concepts	21	Lifelong Fitness
2	Movement Skills and Concepts	22	Lifelong Fitness
3	Movement Skills and Concepts	23	Lifelong Fitness
4	Movement Skills and Concepts	24	Lifelong Fitness
5	Movement Skills and Concepts	25	Lifelong Fitness
6	Movement Skills and Concepts	26	Lifelong Fitness
7	Movement Skills and Concepts	27	Lifelong Fitness
8	Movement Skills and Concepts	28	Lifelong Fitness
9	Movement Skills and Concepts	29	Lifelong Fitness
10	Movement Skills and Concepts	30	Nutrition
Week	Marking Period 2	Week	Marking Period 4
11	Physical Fitness	31	Health
12	Physical Fitness	32	
13	Physical Fitness	33	
14	Physical Fitness	34	
15	Physical Fitness	35	
16	Physical Fitness	36	
17	Physical Fitness	37	
18	Physical Fitness	38	
19	Physical Fitness	39	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

20	Physical Fitness	40	
----	------------------	----	--

State Mandates:

Mental Health: Movement (NJSLs: HPE 2.5.6.A; 2.5.6.B; 2.5.6.C; 2.6.6.A, HPE 2.5.8.A; 2.5.8.B; 2.5.8.C ; 2.6.8.A)

Core Instructional & Supplemental Materials including various levels of Texts

NJAPHERD.org/teacher-resources
FitnessBlender.com (workouts and programs)
Spartan.com/unbreakable-training
YouTube Channel: The Body Coach TV (PE with Joe)
Darebee.com - Workout Videos

Time Frame	10 weeks
Topic	
Movement Skills and Concepts	
Alignment to Standards	
• 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). • 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. • 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. • 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can Middle School Physical Education lead to a lifetime of “wellness?” • Why are wellness activities essential to a Middle School Physical Education program? • Why are wellness activities an important part of a healthy lifestyle? • What is the purpose of a dynamic warm-up? • What are static stretches and what is their purpose?	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

- How long should a Middle School student be active daily?
- What are the required skills needed in order to effectively work cooperatively in a group?
- How can applying the skills of building communication and trust be used in your own life?
- Why is skill development important to individual activities?
- Why is practice important even to individual activity?
- What type of practice is key to success?

SWBAT understand the following concepts:

- Participating in wellness activities in Middle School will lead to enjoyment of lifetime activities.
- Fitness activities and a healthy lifestyle can be fun and enjoyable.
- Fostering communication skills through partner and group challenges.
- Fostering trust skills through partner and group challenges.
- Identifying challenges while working with other individuals.
- Creating solutions to overcome the present challenges and completing the task at hand.
- To improve skill level you must practice that particular skill based on instruction and feedback.
- Practice is about quality time.
- Improvement in individual skills can lead to higher self esteem.

SWBAT to do the following:

- The students will have the opportunity to increase coordination, gross motor skills, physical strength, cardiovascular endurance, eye-hand and eye-foot coordination, balance, flexibility, posture, and master activity specific skills.
- Fitness-gram, cardiovascular fitness
- Skill development.
- Drill acquisition.
- Knowledge of rules.
- Knowledge of sportsmanship.
- Skill development.
- Drill acquisition.
- Knowledge of rules.
- Knowledge of sportsmanship.
- The students will have the opportunity to increase coordination, gross motor skills, physical strength, flexibility, cardio-vascular endurance, eye-hand and eye-foot coordination, balance, and posture and effectively analyze one's own performance as well as receive constructive feedback from others.
- The students will have the opportunity to see how improved physical health positively
- The students will demonstrate an understanding of the basic skills and rules of: badminton, yoga, jump rope and running.

Assessments

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Physical Education, Grades 6-8

Formative:

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Peer evaluations

Summative:

- Individual assessment of skill improvement
- Game rules assessment

Benchmark:

- Fitness test

Alternative:

- Digital Portfolios

Interdisciplinary Connections

Mathematics

6.EE.A.1-4 - Expressions and Equations

6.SP.B.4 - Summarize numerical data sets in relation to their context.

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

English Language Arts

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various PE activities and in a variety of contexts (individual, groups)

Time Frame	10 Weeks
Topic	
Physical Fitness	
Alignment to Standards	
• 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can Middle School Physical Education lead to a lifetime of "wellness?"
- Why are wellness activities essential to a Middle School Physical Education program?
- Why are wellness activities an important part of a healthy lifestyle?
- How can fitness activities be incorporated into wellness activities?
- How are movement activities related to one's social and emotional health?
- How are the body systems affected by a daily fitness program?
- What is the purpose of a dynamic warm-up?
- What are static stretches and what is their purpose?
- How long should a Middle School student be active daily?
- Can movement activities be enjoyable?
- Why is working cooperatively essential in life?
- Is enjoyment vital to an active lifestyle?
- How do individual fitness activities contribute to a healthy lifestyle?

SWBAT understand the following concepts:

- Maintaining a healthy lifestyle improves the quality of life.
- Lifetime activities complete the health triangle; physical, emotional, and social health.
- Teaching of wellness activities will carry over to activities outside of school's physical education classes.
- Understanding that participating in wellness activities has a positive effect on the body systems.
- Wellness activities can lead to development of a fitness plan.
- Maintaining a healthy fitness program will lead to a healthy lifestyle.
- Increased self esteem can aid in better decision making and problem solving skills.
- Increased self esteem can lead to a more confident individual.
- Self esteem, confidence, good decision making and problem solving skills can help head to an active and healthy lifestyle.

SWBAT to do the following:

- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health improves self-esteem
- Fitness activities to include dynamic and static warm-up stretches.
- Students will have an understanding of the fundamental concepts related to effective

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

execution for participation in games and movement activities.

- The students will have the opportunity to increase coordination, gross motor skills, physical strength, flexibility, cardio-vascular endurance, eye-hand and eye-foot coordination, balance, and posture and effectively analyze one's own performance as well as receive constructive feedback from others.
- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.

Assessments

Formative:

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Peer evaluations

Summative:

- Individual assessment of skill improvement
- Game rules assessment

Benchmark:

- Fitness test

Alternative:

- Digital Portfolios

Interdisciplinary Connections

Mathematics

6.EE.A.1-4 - Expressions and Equations

6.SP.B.4 - Summarize numerical data sets in relation to their context.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason during PE activities during team and game activities.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

Time Frame	9 Weeks
Topic	
Lifelong Fitness	
Alignment to Standards	
• 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. • • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. •
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. •
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. •
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions

Learning Objectives and Activities

SWBAT answer the following questions:

- Why are wellness activities an important part of a healthy lifestyle?
- How are movement activities related to one's social and emotional health?
- How are the body systems affected by a daily fitness program?
- During a movement activity session is it important to increase one's heart rate and why?
- What is a target heart rate?
- Why are core exercises vital to overall fitness?
- Can a sound fitness program improve balance and posture as well as strength and coordination?
- Why is working cooperatively essential in life?
- How do individual fitness activities contribute to a healthy lifestyle?
- Can an active and healthy lifestyle contribute to a successful life?

SWBAT understand the following concepts:

- Maintaining a healthy lifestyle improves the quality of life.
- Lifetime activities complete the health triangle; physical, emotional, and social health.
- Teaching of wellness activities will carry over to activities outside of school's physical education classes.
- Maintaining a healthy fitness program will lead to a healthy lifestyle.
- Identifying challenges while working with other individuals.
- Improvement in individual skills can lead to higher self esteem.
- Increased self esteem can aid in better decision making and problem solving skills.
- Increased self esteem can lead to a more confident individual.
- Self esteem, confidence, good decision making and problem solving skills can help lead to an active and healthy lifestyle.

SWBAT to do the following:

- The students will have the opportunity to increase coordination, gross motor skills, physical strength, cardiovascular endurance, eye-hand and eye-foot coordination, balance, flexibility, posture, and master activity specific skills.
- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health improves

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

self-esteem

- Fitness activities to include dynamic and static warm-up stretches.
- The students will have the opportunity to increase coordination, gross motor skills, physical strength, cardiovascular endurance, eye-hand and eye-foot coordination, balance, flexibility, posture and specific skills necessary for success.
- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health improves self-esteem.

Assessments

Formative:

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Peer evaluations

Summative:

- Individual assessment of skill improvement
- Game rules assessment

Benchmark:

- Fitness test

Alternative:

- Digital Portfolios

Interdisciplinary Connections

Mathematics

6.EE.A.1-4 - Expressions and Equations

6.SP.B.4 - Summarize numerical data sets in relation to their context.

English Language Arts

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

Career Readiness, Life Literacies, and Key Skills

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

9.4.8.CI.2: Repurpose an existing resource in an innovative way.
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP2. Students will apply appropriate academic and technical skills to various PE activities in a variety of contexts.
CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.
CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various PE activities and in a variety of contexts (individual, groups)
CRP9. Students will model integrity, ethical leadership and effective management i.e. team game play.

Time Frame	1 Week
Topic	
Nutrition	
Alignment to Standards	
• 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

lifestyle behaviors impact personal fitness and health

- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can Middle School Physical Education lead to a lifetime of “wellness?”
- Why are wellness activities essential to a Middle School Physical Education program?
- Why are wellness activities an important part of a healthy lifestyle?
- How are the body systems affected by a daily fitness program?
- Can a sound fitness program improve balance and posture as well as strength and coordination?
- How do individual fitness activities contribute to a healthy lifestyle?
- Can an active and healthy lifestyle contribute to a successful life?

SWBAT understand the following concepts:

- Maintaining a healthy lifestyle improves the quality of life.
- Lifetime activities complete the health triangle; physical, emotional, and social health.
- Understanding that participating in wellness activities has a positive effect on the body systems.
- Wellness activities can lead to development of a fitness plan.
- Participating in wellness activities in Middle School will lead to enjoyment of lifetime activities.
- Maintaining a healthy fitness program will lead to a healthy lifestyle.
- Maintaining a healthy fitness lifestyle will help to offset disease and obesity.
- Fitness is vital to heart health.
- Fitness will help improve posture and balance.

SWBAT to do the following:

- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health improves self-esteem.

Assessments

Formative:

- Individual assessment
- Group assessments
- Class discussion
- Exit slips
- Self assessment

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Physical Education, Grades 6-8

- Peer evaluations

Summative:

- Individual assessment of materials

Benchmark:

- Nutrition Plan

Alternative:

- Digital Portfolios

Interdisciplinary Connections

Mathematics

6.EE.A.1-4 - Expressions and Equations

6.SP.B.4 - Summarize numerical data sets in relation to their context.

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

English Language Arts

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Physical Education, Grades 6-8

- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Home of the Spartans!
#spartanlegacy

