

# Moonachie School District Health Curriculum: Grades 6 - 8

New Jersey Student Learning Standards for Comprehensive Health and  
Physical Education

Born On: August 23, 2022  
Re-Adopted: August 26, 2025

<p>1. Acting as responsible and contributing member of society</p>	<p>Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p>
<p>2. Building and maintaining healthy relationships</p>	<p>Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p>
<p>3. Communicating clearly and effectively (verbal and nonverbal)</p>	<p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome</p>
<p>4. Resolving conflict</p>	<p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p>

<p>5. Attending to personal health, emotional, social and physical well-being</p>	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
<p>6. Engaging in an active lifestyle</p>	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
<p>7. Making decisions</p>	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>
<p>8. Managing-self</p>	<p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>

9. Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
10. Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

# CHPE: PHYSICAL EDUCATION

## Grades 6-8

### 2.2 Physical Wellness

#### DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS

Practices: 9, 8, 7, 4 and 2

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

Core Ideas	Performance Expectation Standards
Effective execution of movements is determined by the level of related skills, providing the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts and recreational activities).	<ul style="list-style-type: none"><li>● 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).</li><li>● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments</li><li>● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</li></ul>
Feedback from others and self-assessment impacts performance of movement skills and concepts.	<ul style="list-style-type: none"><li>● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</li></ul>
Individual and team goals are achieved when applying effective tactical strategies in games, sports and other physical fitness activities.	<ul style="list-style-type: none"><li>● 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.</li><li>● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li><li>● 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li></ul>

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> <li>● Students will learn and practice basic yoga poses</li> <li>● Students will incorporate isolated yoga poses into a planned flow routine</li> <li>● Students will increase flexibility and strength through yoga</li> <li>● Students will improve social emotional skills through yoga</li> <li>● Students will learn basic yoga vocabulary, history, rules, and etiquette</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling of yoga positions (can be reinforced and supplemented with a video of positions)</li> <li>● Teacher modeling of verbal cues, breathing cues</li> <li>● Circuit/Station Yoga: Students rotate through various stations where students work on various poses</li> </ul> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>● Circuit/Station Yoga: Students rotate through various stations where students work on various poses</li> <li>● Paired Partner Yoga: One student acts as the coach to provide direction, cues, and support while the other goes through the poses. Students then switch roles.</li> </ul> <p><b>Grade 8</b></p>	<ul style="list-style-type: none"> <li>● Teacher has yoga pose rubric and monitors student progression during flows</li> <li>● Yoga Vocabulary/Pose Quiz</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Best Practices for Yoga in Schools</a> (2015)</li> <li>- <a href="#">Yoga with Kassandra Youtube Playlists</a></li> <li>- <a href="#">Yoga Poses Quizlet Flashcards</a></li> <li>- Yoga Mats</li> <li>- Yoga blocks</li> <li>- Disinfectant Spray and wipes</li> </ul>

	<ul style="list-style-type: none"> <li>● Circuit/Station Yoga: Students rotate through various stations where students work on various poses</li> <li>● Whole class, or small group Vinyasa flows: sun salutation etc</li> </ul>		
<ul style="list-style-type: none"> <li>● Students will be able to learn the skills and concepts of shooting and passing within certain team related activities</li> <li>● Students will learn basic vocabulary, history, rules, and etiquette of each related activity/concept</li> <li>● Students will improve SEL through sportsmanship and respect for each other's skill level.</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling of skills positions (can be reinforced and supplemented with video)</li> <li>● Circuit/Station: Students rotate through various stations where students work on various skills connected with the current unit</li> </ul> <p><b>Grades 7/8</b></p> <ul style="list-style-type: none"> <li>● Circuit/Station: Students rotate through various stations where students work on various skills connected with the current unit</li> <li>● Paired Partner Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher has rubric with sport specific skills evaluation and skills of teamwork, leadership, &amp; sportsmanship.</li> <li>● Students will complete peer assessments for individual skills</li> <li>● Sport specific vocabulary/quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Soccer balls</li> <li>● Cones</li> <li>● Basketballs</li> <li>● Pinnies</li> <li>● Goals</li> <li>● Poly Spots</li> <li>● Handballs</li> <li>● Bases</li> <li>● coreboards</li> <li>● Footballs/Flags</li> <li>● Pedometers/HR monitors</li> <li>● Frisbees</li> </ul>
<ul style="list-style-type: none"> <li>● Students will demonstrate body management skills and control when moving.</li> <li>● Students will demonstrate</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>● Students will follow along the drum fit videos.</li> <li>● Students are exposed to</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher will monitor students progression during flows</li> <li>● Line Dance Peer</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Drum Fit Videos</a></li> <li>● <a href="#">How To Dance - The Cupid Shuffle Link</a></li> <li>● <a href="#">Folk and Line Dance</a></li> </ul>

<p>and perform movement skills in isolated and applied settings.</p> <ul style="list-style-type: none"> <li>• Students will perform movement sequences in response to various tempos, rhythm and musical styles.</li> <li>• Students will demonstrate locomotor and non locomotor activities in addition to building a movement vocabulary.</li> <li>• Students will perform and increase range of motion through dynamic cardiovascular warm up exercises.</li> <li>• Students will demonstrate good sportsmanship by respecting others during participation.</li> </ul>	<p>different types of line dances (Cotton Eye Joe, Electric Slide, etc); must follow certain step guidelines (two sets of 8 counts)</p> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>• Students create their own line dance movements and pick their own music</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>• Students record and present their own line dance.</li> <li>• Student performance for younger grades</li> </ul>	<p>Assessment Sheet</p> <ul style="list-style-type: none"> <li>• Student participation and performance for peers and other students</li> </ul>	<p><a href="#">Instructional Videos</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Macarena Video</a></li> <li>• <a href="#">Beginner Line Dancing</a></li> <li>• <a href="#">Cotton Eyed Joe</a></li> </ul>
<ul style="list-style-type: none"> <li>• Students will be able to learn, detect, analyze and correct errors and apply to refine movement skills.</li> <li>• Apply concepts of force and motion. (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• Use the primary principles of training FITT for the purposes of modifying personal levels</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>• Teacher modeling of fitness skills.</li> <li>• Teacher modeling of verbal cues, breathing cues.</li> <li>• Teacher modeling of skills positions (can be reinforced and supplemented with video)</li> <li>• Students will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Vocabulary assessment</li> <li>• Fitness specific quiz/test</li> <li>• Teacher monitors student progression during fitness activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">FitnessGram 20-Meter PACER Test OFFICIAL AUDIO (Part 1)</a></li> <li>• <a href="#">Pacer Test Audio</a></li> <li>• <a href="#">PACER Individual Score Sheet</a></li> <li>• Fitness flashcards</li> <li>• Speed</li> <li>• Playing cards</li> <li>• Fitness bingo</li> <li>• Pedometers</li> <li>• Timers</li> </ul>

<p>of fitness.</p> <ul style="list-style-type: none"> <li>Students will learn basic fitness vocabulary, history, rules, and etiquette</li> </ul>	<p>learn the basic skills of fitness training.</p> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>Partnered fitness workout: students are given a list of fitness activities/exercises and work in partners or it may be in a circuit type setup</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>PACER Test Administration: walk/run, partnered PACER test, blind pre test, prepared post test, relay lines</li> </ul>		<ul style="list-style-type: none"> <li>Stop watches</li> <li>PACER test</li> <li>Balance boards</li> <li>Fitness dice</li> <li>Mats</li> <li>Free weights</li> <li><a href="#">PACER Explanation Worksheet</a></li> </ul>
<ul style="list-style-type: none"> <li>SWBAT to play and understand how to play cornhole</li> <li>SWBAT make adjustments and learn techniques on how to toss a bean bag</li> <li>SWBAT apply the strategies outside of school in social settings to improve SEL skills</li> <li>SWBAT track goals and personal scores to improve skills</li> <li>SWBAT understand the origins and history of Cornhole</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>Intro Presentation: Show students cornhole demonstrations through videos or through teacher modeling</li> <li>Small group (2 v 2 or similar) to practice tossing</li> <li>Explain a standardized set of rules</li> <li>Explain history of Cornhole</li> </ul> <p><b>Grade 7</b></p>	<ul style="list-style-type: none"> <li>Peer assessment/rubrics (observation)</li> <li>Self-assessment</li> <li>Worksheets on rules/rubrics</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ESPN Sport Science Video on Cornhole</a></li> <li><a href="#">OFFICIAL ACA CORNHOLE Website</a> (rules, boards, etc)</li> <li>Cornhole boards</li> <li>Cones for modification</li> <li>Bean Bags</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct cornhole tournament (with the class, between grade levels)</li> <li>• Modified activities/sports through rule changes</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>• Apply similar strategies and activities to other backyard games (<i>Can Jam, Ladder Ball, Bocce Ball, Knock-Hockey, Spikeball</i>)</li> </ul>		
<b>Interdisciplinary Connections</b>	<p>ELA Grade 6  <a href="#">SL.II.6.2</a> Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELA Grade 7  <a href="#">SL.II.7.2</a> Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELA Grade 8  <a href="#">SL.II.8.2</a> Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.		
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.		

**Modifications**

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
<p>Repeated instructions</p> <p>Same language partners</p> <p>Translated notes/rules</p> <p>Use of technology</p> <p>Videos in other languages</p>	<p>Equipment:</p> <p>Larger/lighter bat</p> <p>Use of velcro</p> <p>Larger goal/target</p> <p>Mark positions on playing field</p> <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p> <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p> <p>Place student with</p>	<p>Teacher modeling</p> <p>Peer modeling</p> <p>Study guides</p> <p>Multiple Opportunities</p> <p>Extended time</p> <p>Parent communication</p> <p>Modified assignments</p> <p>Provide choices</p> <p>Create instructional objectives with realistic connections</p> <p>Provide additional opportunities for support and instruction</p>	<p>Curriculum compacting</p> <p>Challenge assignments</p> <p>Enrichment activities</p> <p>Tiered activities</p> <p>Independent research/inquiry</p> <p>Collaborative teamwork</p> <p>Higher level questioning</p> <p>Critical/Analytical thinking tasks</p> <p>Self-directed activities</p> <p>Demonstration</p>	<p>Equipment:</p> <p>Larger/lighter bat</p> <p>Use of velcro</p> <p>Larger goal/target</p> <p>Mark positions on playing field</p> <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p> <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p> <p>Place student with</p>

	disability near teacher  Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods  Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)			disability near teacher  Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods  Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)
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<b>CHPE: PHYSICAL EDUCATION</b>	
<b>Grades 6-8</b>	
<b>2.2 Physical Wellness</b>	
<b>Practices: 5, 6, 9 and 10</b>	
<b>DISCIPLINARY CONCEPT: PHYSICAL FITNESS</b>	
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.	
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity,	<ul style="list-style-type: none"> <li>● 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>● 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> <li>● 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the</li> </ul>

Time, Type (F.I.T.T).	<p>purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
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Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> <li>● SWBAT using health related technologies to track and improve their physical fitness</li> <li>● SWBAT recognize various other resources and technologies to use to monitor health (apps, other personal devices)</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>● Teach students about the science of “steps” per day and how it contributes to physical health</li> <li>● Students monitor steps using a pedometer and record their steps at the end of PE class</li> </ul> <p><b>Grades 7/8</b></p> <ul style="list-style-type: none"> <li>● Students will learn how to calculate their target heart rate</li> <li>● Students will learn how to measure their resting and active heart rate</li> <li>● Students will learn the locations on the body to determine the pulse</li> <li>● Student will learn how to</li> </ul>	<ul style="list-style-type: none"> <li>● Student log/data through paper, google form, proprietary application data</li> <li>● Teacher monitoring on student data</li> <li>● Student data can be part of the exit ticket</li> </ul>	<p>Pedometers Heart Rate monitors Fitness Apps: Myfitnesspal Mapmyrun Strava Future Apple Health Google Fit Nike Run</p> <p><a href="#">Google Doc with Health and Wellness App lists</a> (Mindfulness, fitness, diet, sleep) Heart Rate Zones - <a href="https://drive.google.com/file/d/0B-dwKxM4c5ZISV9zZ2YwQ3JnU0E/view?usp=sharing&amp;resourcekey=0-R2FeoPy5EpWNwKBMT-A_Ow">https://drive.google.com/file/d/0B-dwKxM4c5ZISV9zZ2YwQ3JnU0E/view?usp=sharing&amp;resourcekey=0-R2FeoPy5EpWNwKBMT-A_Ow</a></p>

	<p>properly wear a heart rate monitor</p> <ul style="list-style-type: none"> <li>• Presentation or videos on various types of other fitness trackers/technology</li> </ul>		
<ul style="list-style-type: none"> <li>• Understand the difference between health related fitness and skill related fitness</li> <li>• Demonstrate understanding of various type of fitness activities (muscular endurance, muscular strength, flexibility, balance)</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>• Teachers will instruct students on the various type of stretches (static, dynamic) and the movements that correspond to those types of stretches (yoga, stretch warm-ups as a part of the PE routine)</li> </ul> <p><b>Grade 7</b></p> <p>Individually or in groups, students are assigned an element of fitness, students must then create and demonstrate the appropriate activity (can be done as a circuit, partnered work, or individually)</p> <p><b>Grades 8</b></p> <ul style="list-style-type: none"> <li>• Students design their own workout programming (bodyweight, cardio, HIIT, etc.)</li> <li>• Students use a choice</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness related test and quizzes to determine student knowledge and understanding of FITT principles</li> </ul>	<p>Videos of specific exercises/movements</p> <p>Worksheets and handouts</p> <p>Mats</p> <p>Bands</p> <p>Ladders</p> <p>Hurdles</p> <p>Jump ropes</p> <p>Bosu / Balance boards</p> <p>Medicine Balls</p> <p>Whiteboards</p> <p><a href="#">Darebee Fitness Resources</a></p> <p><a href="#">Youtube Group HIIT Resources</a></p> <p>FITT Principal - <a href="https://drive.google.com/file/d/1Z1MkL9QztVpelwNcKbt4yTwWY5d4semx/view?usp=sharing">https://drive.google.com/file/d/1Z1MkL9QztVpelwNcKbt4yTwWY5d4semx/view?usp=sharing</a></p>

	board as a list of fitness activities		
<b>Interdisciplinary Connections</b>	<p>ELA Grade 6  <a href="#">SL.II.6.2</a> Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELA Grade 7  <a href="#">SL.II.7.2</a> Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELA Grade 8  <a href="#">SL.II.8.2</a> Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p>		
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.		

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Repeated instructions	Equipment:	Teacher modeling	Curriculum compacting	Equipment:
Same language partners	Larger/lighter bat	Peer modeling	Challenge assignments	Larger/lighter bat
Translated notes/rules	Use of velcro	Study guides	Enrichment activities	Use of velcro
Use of technology	Larger goal/target	Multiple Opportunities	Tiered activities	Larger goal/target
Videos in other languages	Mark positions on playing field	Extended time	Independent research/inquiry	Mark positions on playing field
	Lower goal/target	Parent communication	Collaborative teamwork	Lower goal/target
	Scoops for catching	Modified assignments	Higher level questioning	Scoops for catching
	Vary balls (size, weight,	Provide choices	Critical/Analytical	Vary balls (size, weight,
		Create instructional		

	<p>color, texture)</p> <p>Movements:  Change locomotor patterns  Modify grasps  Modify body positions  Reduce number of actions  Use different body parts</p> <p>Rules, Cues:  Demonstrate/model activity  Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher</p> <p>Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods</p>	<p>objectives with realistic connections</p> <p>Provide additional opportunities for support and instruction</p>	<p>thinking tasks</p> <p>Self-directed activities</p> <p>Demonstration</p>	<p>color, texture)</p> <p>Movements:  Change locomotor patterns  Modify grasps  Modify body positions  Reduce number of actions  Use different body parts</p> <p>Rules, Cues:  Demonstrate/model activity  Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher</p> <p>Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods</p>
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	Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)			Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)
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<b>CHPE: PHYSICAL EDUCATION</b> <b>Grades 6-8</b>	
<b>2.2 Physical Wellness</b>	
<b>DISCIPLINARY CONCEPT: LIFELONG FITNESS</b> <b>Accident and Fire Prevention and Instruction</b> <b>Practices:10, 2, 5, 9</b>	
<p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
Core Ideas	Performance Expectation Standards
<p>Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</li> <li>● 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>● 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities</li> </ul>

<p>Community resources can provide participation in physical activity for self and family members.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</li> <li>• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</li> </ul>
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Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> <li>• Students will recognize and participate in community fire fighting fitness activities</li> <li>• Students identify career physical activity requirements</li> </ul>	<p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>• Presentation and instruction on why certain movements and activities relate and prepare firefighters for their profession</li> </ul> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>• Teachers/firefighters develop a circuit of fire-fighting specific movements and activities for students to participate in</li> <li>• Students will learn about the physical fitness requirements of fire-fighting</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>• Exploration of career physical fitness requirements for various professions besides fire-fighting (military</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of the activity (flipgrid)</li> <li>• Fire Fighter Choice Board</li> <li>• Quizlet vocabulary quiz</li> </ul>	<p><a href="#">Fire Fighter Choice Board</a></p>

	physical fitness standards, police fitness standards		
<ul style="list-style-type: none"> <li>Students and families will be familiar with various types of fitness activities to enhance general health</li> </ul>	<b>Grades 6-8</b> Family fitness night/day which incorporates various stations that show different types of activity: exercises, blood pressure, BMI, heart rate monitors, pedometer.	<ul style="list-style-type: none"> <li>No assessment necessary for fitness community outreach</li> </ul>	
<ul style="list-style-type: none"> <li>Student will explore and understand how other cultures participate in physical fitness</li> </ul>	<b>Grade 6</b> <ul style="list-style-type: none"> <li>Explore other cultures dance routines</li> <li>Students pick and research a particular culture's dance routine or movement</li> <li>Presentation on the dance</li> </ul> <b>Grade 7</b> <ul style="list-style-type: none"> <li>Demonstrate or lead the dance or record the dance routine</li> <li>Students can also investigate other popular sports from other countries and present on that (handball, soccer, cricket)</li> </ul> <b>Grade 8</b>	<ul style="list-style-type: none"> <li>Live presentation of dance or recording</li> <li>Teacher rubric or student self-rubric</li> <li>Peer grading</li> <li>Quiz on culture/country and activities</li> </ul>	Videos on youtube of various dances/cultures' sports <a href="#">International Sports Resource</a>  Cotton eye joe <a href="https://www.youtube.com/watch?v=GJYTWxSVM4">https://www.youtube.com/watch?v=GJYTWxSVM4</a>  Line dancing for kids <a href="https://www.youtube.com/watch?v=gsWZBLzawjc&amp;list=PLXo5X5caWrzTzUUqdsyM9RCHEtHa2ElbW">https://www.youtube.com/watch?v=gsWZBLzawjc&amp;list=PLXo5X5caWrzTzUUqdsyM9RCHEtHa2ElbW</a>

	<ul style="list-style-type: none"> <li>• Teacher instructs students on how professional sports differs from American sports</li> <li>• Presentation and instruction on how other cultures incorporate mindfulness, SEL principles, into fitness and activities (Qui-Gong, etc)</li> </ul>		
<ul style="list-style-type: none"> <li>• Students will identify community resources in their local area for fitness opportunities</li> </ul>	<p><b>Grades 6/7</b> Exposure and locations of various parks, fields, fitness gyms, town or neighboring town sports or fitness programs, youth leagues</p> <p><b>Grade 8</b> Student assignment on sharing of local events: 5Ks, community-themed events, fundraisers, special olympics</p>		<ul style="list-style-type: none"> <li>- Google Maps</li> <li>- Town programs website</li> <li>- Events websites</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p>ELA Grade 6 <a href="#">SL.II.6.2</a> Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELA Grade 7 <a href="#">SL.II.7.2</a> Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELA Grade 8 <a href="#">SL.II.8.2</a> Analyze the purpose of information presented in diverse media and formats (e.g.</p>		

	visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
<b>Career Readiness, Life Literacies and Key Skills</b>	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

### Modifications

<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Repeated instructions Same language partners Translated notes/rules Use of technology Videos in other languages	Equipment: Larger/lighter bat Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)  Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts  Rules, Cues: Demonstrate/model activity	Teacher modeling Peer modeling Study guides Multiple Opportunities Extended time Parent communication Modified assignments Provide choices Create instructional objectives with realistic connections Provide additional opportunities for support and instruction	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities Demonstration	Equipment: Larger/lighter bat Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)  Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts  Rules, Cues: Demonstrate/model activity

	<p>Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher</p> <p>Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods</p> <p>Playing Area:  Decrease distance  Use well-defined boundaries  Simplify patterns  Adapt playing area (smaller, obstacles removed)</p>			<p>Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher</p> <p>Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods</p> <p>Playing Area:  Decrease distance  Use well-defined boundaries  Simplify patterns  Adapt playing area (smaller, obstacles removed)</p>
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