

Grades 6-8 Physical Education & Health Course Compendium

UNITS OF STUDY *

- Unit 1- Court Sports
- Unit 2- Cycle One Health
- Unit 3- Cycle Two Health
- Unit 4- Cycle Three Health
- Unit 5- Field Sports
- Unit 6- Fitness/Fitness Testing
- Unit 7- Implement/Stick Skills
- Unit 8- Lifetime/Recreational Activities
- Unit 9- Movement
- Unit 10- Trust Activities/Teambuilding

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 6-8

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

ELA (Health)

RST.6-8.4 Determine the meaning of symbols, key terms, and other domain -specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (MS -LS3-1),(MS-LS3-2)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram,model, graph, or table). (MS-LS3-1),(MS-LS3-2)

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS3-1),(MS-LS3-2)

Science (Health)

MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

21st Century Life and Careers

CRP2 . Apply appropriate academic and technical skills.

CRP4 . Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11 . Use technology to enhance productivity.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Technology

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.2.8.E.1 ID ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<p>Health</p> <ul style="list-style-type: none"> -Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Physical Education</p> <ul style="list-style-type: none"> -Demonstrate/model activity -Partner assisted -Disregard time limits -Oral prompt -More space between students -Eliminate outs/strike-outs -Larger/Lighter equipment -Allow ball to remain stationary -Allow player to sit in chair -Place student with disability near teacher -Lower goal/target -Decrease Distance -Simplify Patterns -Eliminate time restraints -Slow the tempo -Provide frequent rests -Shorten distances <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>Considerations for Special Education Students 6-12 National Center on Universal Design for Learning - About UDL</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Pre Assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
		Students with 504 Plan
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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	UDL Checklist UDL Key Terms	
At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

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