

TOWNSHIP OF UNION PUBLIC SCHOOLS



Physical Education Grade 9-12

Adopted
September 19th, 2023

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit 1

Unit Title: Physical Fitness

Grade level: 9-12

Timeframe: 30 Days

Rationale

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.

Focus Questions

What are skills to promote a healthy and active lifestyle?

What are some movements that will develop and maintain a healthy and active lifestyle?

What are fitness concepts and skills to maintain a healthy and active lifestyle?

Standards

Standards (Taught and Assessed):

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. •
- 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.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.
- 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.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.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.
 Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

- Self Awareness
- Self Management
- Social Awareness
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---------------------------------|---|
| Unit Summative Skill Assessment | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| SLO – WALT We are learning to/that | Student Strategies | Formative Assessment | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|--|---|---|--|---|
| <p>WALT different methods to develop physically fit and health bodies</p> | <p>In groups the students will practice the aerobic movements.</p> <p>The students will be given a terminology sheet of aerobic movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group aerobic aerobic activities.</p> <p>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>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> | <p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p> | <p>Activities:</p> <p>Aerobic Conditioning</p> <p>Conditioning</p> <p>Dance</p> <p>Exercise and Fitness Stations</p> <p>Jogging/Walking</p> <p>Jump Rope</p> <p>Step Aerobics</p> <p>Agility Stations</p> <p>Strength Developing and Conditioning</p> <p>Yoga</p> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p> |

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| | <p>Summarize the short-and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>Essential Vocabulary: Health/ Fitness</p> | | | |
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Benchmark Assessment 1

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|-------------------------------------|---|
| <i>District Grade Level Created</i> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |

Benchmark Assessment 2

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|-------------------------------------|---|
| <i>District Grade Level Created</i> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> |

IEP/504: Modifications/ Accommodations as stated in IEP

Summative Assessments (add rows as needed)

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| <p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p> <p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p> <p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p> <p><i>Students set and achieved a fitness related goal throughout the unit.</i></p> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |

Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness

Interdisciplinary Connections

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|--|---|
| Math Language Science Art Music | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |

Unit 2

Unit Title: Lifetime and Cooperative Games

Grade level: 9-12

Timeframe: 90 Days

Rationale

In Physical Education, Sports and the lessons learned through sports are an important part of the curriculum. The students will engage in various sport activities and develop the skills needed to participate in these activities. While learning about these sports students will work with other students, learn teamwork, and be able to develop proper sportsmanship during this process.

Focus Questions

Are you able to identify and demonstrate the key components of the different sports?

Can the students successfully determine the proper skills needed to be successful in each sport?

Does the student demonstrate proper teamwork skills and sportsmanship while playing these sports?

Standards

Standards (Taught and Assessed):

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment

Highlighted Career Ready Practices and 21st Century Themes/Skills

- Evaluate available resources that can assist in solving problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

- Self Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---------------------------------|--|
| Unit Summative Skill Assessment | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> |

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| | <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| SLO – WALT We are learning to/that | Student Strategies | Formative Assessment | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| <p>WALT identify and demonstrate key components of fitness by using various sports to enhance skills and team building.</p> | <p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health</p> | <p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help</p> | <p>Golf, Project Adventure/Team Building, Self Defense, Tennis,</p> <p>-Any other team activity that combines various sports and team building.</p> <p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven</p> |

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| | <p>benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p><i>Essential Vocabulary:</i> Stretches</p> | <p>identify, analyze and address their personal fitness program?</p> | | <p>instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p> |
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Benchmark Assessment 1

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| <p>Benchmark Assessment</p> | <p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> |
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| <p><i>District Grade Level Created</i></p> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |
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Benchmark Assessment 2

| <p>Benchmark Assessment</p> | <p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> |
|--|---|
| <p><i>District Grade Level Created</i></p> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |

Summative Assessments (add rows as needed)

| <p>Summative Assessment</p> | <p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> |
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| <p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> |

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| <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p> <p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p> <p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p> <p><i>Students set and achieved a fitness related goal throughout the unit.</i></p> <p><i>Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness</i></p> | <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |
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Interdisciplinary Connections

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| Math Language Science Art Music | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> |

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| | At risk: Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP |
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Unit 3

Unit Title: Team Sports

Grade level: 9-12

Timeframe: 90 Days

Rationale

The students will participate in various team sports that will teach them the skills needed to participate but also teach them how to work with other students building teamwork and a sense of belonging. Students will demonstrate good sportsmanship.

Focus Questions

Are you able to identify and demonstrate the key components of the different sports?

Can the students successfully determine the proper skills needed to be successful in each sport?

Does the student demonstrate proper teamwork skills and sportsmanship while playing these sports?

Standards

Standards (Taught and Assessed):

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

Self Awareness

Self-Management

Social Awareness

Instructional Plan

Pre-Assessment and Reflection

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---------------------------------|---|
| Unit Summative Skill Assessment | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

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|--|--|---|--|---|
| WALT identify and demonstrate key components of fitness by using various sports to enhance skills and team building. | <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive,</p> | <p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance,</p> | Badminton, Basketball, Bowling, Cooperative Games, Field/Floor Hockey, Flag Football, Indoor Games, Paddle Ball, Four Squares, PickleBall, Recreational Games, Soccer, Speedball, Ultimate Frisbee, Volleyball | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> |

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| | <p>defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p><i>Essential Vocabulary:</i> Stretches</p> | <p>Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p> | <p>-Any other team activity that combines various sports and team building.</p> <p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p> | <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p> |
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Benchmark Assessment 1

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|-------------------------------------|--|
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Summative Assessments (add rows as needed)

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|--|---|
| <p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p> <p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p> <p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p> <p><i>Students set and achieved a fitness related goal throughout the unit.</i></p> <p><i>Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness</i></p> | <p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> |

Interdisciplinary Connections

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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