

# Englewood Public School District

## Physical Education

### Grade 10

#### Unit 1: FitnessGram, Soccer and Football

**Overview:** Students will develop lifetime fitness habits with a focus on cardiovascular endurance and muscular strength. Through recreational sports, such as soccer and football, students will continue to develop their coordination and balance. Communication and sportsmanship will be emphasized as students are expected to work together with their peers as they develop their physical skills.

**Time Frame:** One Marking Period

#### Enduring Understandings:

*It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities.*

*To be fit requires Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility, and attention to Body Composition.*

*Fitness can help to increase heart health, cardio endurance, and body composition.*

*Body awareness and coordination are necessary components of a fit individual.*

*Balance, coordination, and flexibility are key components of soccer concepts.*

*Understanding how soccer and related activities can effect and benefit the overall health of an individual.*

#### Essential Questions:

*Why is it important to maintain a healthy level of physical fitness?*

*What are the five components of health related physical fitness?*

*How can walking or power walking influence your fitness level?*

*What components of fitness does soccer encompass?*

*What do balance, coordination, and flexibility have to do with the concepts and performance of soccer?*

*How can soccer increase the fitness level of each individual?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health and Physical Education</u></b>  <b>2.5.12.A.2</b> <b>Analyze application of force and motion (weight transfer, power, speed,</b>	<b>Topics</b>		<b>Equipment:</b>	<b>Formative Assessments:</b>
	FitnessGram  <b>Objectives</b>	Students will read an article about nutrition labels to help them make	<ul style="list-style-type: none"> <li>• Fitness gram tool kit</li> <li>• Floor mats</li> <li>• Weights</li> <li>• Jump ropes</li> <li>• Exercise bands</li> <li>• Music/stereo</li> </ul>	<ul style="list-style-type: none"> <li>• Timed fitness test</li> <li>• Self/peer assessment</li> <li>• Teacher assessment (visual, verbal, written)</li> <li>• Fitness gram standards</li> </ul>

**agility, range of motion) and modify movement to impact performance.**

### 2.5.12.B.2

**Apply a variety of mental strategies to improve performance.**

### 2.5.12.B.3

**Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.**

### 2.5.12.C.2

**Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.**

### 2.6.12.A.2

**Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)**

### 2.6.12.A.3

**Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.**

Students will know and be able to:

- Identify the five components of health related physical fitness.
- Develop an individual fitness plan.
- Measure resting heart rate, working heart rate, target heart rate.
- Safely use various exercises that help develop the five components of health related fitness.
- Spot weight-training exercises properly while working in the weight room.
- Use proper etiquette in the weight room and to respect fellow students while participating in various Fitness activities.

healthy choices. They will summarize the findings in small groups. **(RST 9-10.2)**

Students will learn how to read a nutrition label and will practice with real food items. Students will discuss in groups what they learned about the nutrition value foods they commonly eat. **(NJSLS SL 9-10.1)**

Aerobic Capacity - The PACER – Progressive Aerobic Cardiovascular Endurance Run

Abdominal Strength - Curl-up Test

Upper Body Strength and Endurance – 90 Degree Push-up Test

Flexibility – Sit and Reach Test and Trunk Extension Test

Body Composition Test

- Workout DVDs
- Television
- Medicine balls
- Weight room
- Fitness logs/pencils

Student Texts:

Nutrition labels get a makeover:  
<https://newsela.com/read/food/labels-makeover/id/17968/>

How to Read a nutrition label:  
<https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#downloadables>

Teacher Resources:

4 Ways to Make Fitnessgram Fun, The PE Specialist,  
<https://www.thepespecialist.com/4-ways-to-make-fitnessgram-fun/>

FitnessGram: Healthy Fitness Zone Charts, California Department of Education,  
<https://www.cde.ca.gov/ta/tg/pf/healthfitzones.asp>

Fitnessgram, Assessment and Standards Based Instructional Design, Los Angeles Unified School District, PE Programs Office, PowerPoint,  
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/245/Fitnessgram%20and>

- Individual fitness log/plan
- Teacher observation (visual, verbal, and written)

**Summative Assessment:**

Fitnessgram Tests, HealthMPowers, PPT,  
[http://archives.gadoe.org/documents/ci\\_services/Fitness%20Assessment%20Training%20Manual/Fitness%20Tests/Fitnessgram%20Tests-%20FINAL%20updated%20SHAPE%207%2013%20%2011%20mt%20REVISED%207%2020%2011.pdf](http://archives.gadoe.org/documents/ci_services/Fitness%20Assessment%20Training%20Manual/Fitness%20Tests/Fitnessgram%20Tests-%20FINAL%20updated%20SHAPE%207%2013%20%2011%20mt%20REVISED%207%2020%2011.pdf)

The Importance of Fitness Assessments, Jump in for Healthy Kids,  
[http://www.jumpinforhealthykids.org/UserFiles/File/FITNESSGRAM/Importance of Fitness Assessments.pdf](http://www.jumpinforhealthykids.org/UserFiles/File/FITNESSGRAM/Importance%20of%20Fitness%20Assessments.pdf)

**Benchmark Assessment:**  
Common Formative Assessment

**Alternative:**

- Individual fitness log/plan

#### 2.6.12.A.4

Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

#### Comprehensive Health and Physical Education

#### 2.5.12.A.1

Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

#### 2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

#### 2.5.12.B.1

Demonstrate and assess tactical understanding

%20Assessment%20Training  
%2010\_16\_2.ppt.

#### Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

Topics	Objectives	Equipment:	Formative Assessments:
Flag Football	Students will know and be able to:	• Indoor and outdoor footballs	• Self-assessment
Ultimate Football	• Perform fundamental skills such as catching, passing, running, and kicking.	• Cones	• Peer assessment
	• Understand and implement basic offensive and defensive strategies, both as a team and as individuals.	• Pinies	• Teacher assessment-visual
	• Implement basic offensive and defensive positions and formations.	• Flags	• Teacher assessment-verbal
	• Implement basic scoring principles, rules and understand the penalties	• Field/boundary markings	• Teacher observation of participation
		Ultimate Football, Elizabeth Gonzalez Portfolio, <a href="https://elizabethgonzalezpeporfolio.weebly.com/uploads/6/0/4/9/60491047/ultimate_football_lesson.pdf">https://elizabethgonzalezpeporfolio.weebly.com/uploads/6/0/4/9/60491047/ultimate_football_lesson.pdf</a> .	• Teacher observation of skills performance
		VC Ultimate School Lesson Plans, VC Ultimate Inc. <a href="https://www.discnw.org/youth/docs/VC-Ultimate-School-Resource.pdf">https://www.discnw.org/youth/docs/VC-Ultimate-School-Resource.pdf</a> .	• Written/skills tests/quizzes
		Flag Football Unit, North Montgomery High School, <a href="http://www.33202576.weebly.com/uploads/1/4/6/8/14680198/flafootballunitplan.pdf">http://www.33202576.weebly.com/uploads/1/4/6/8/14680198/flafootballunitplan.pdf</a>	• Projects/class assignments
			• DMHS grading rubric
			Football Throwing Peer Assessment Checklist, PE Central, <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1191#.WjQFTktG1Bw">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1191#.WjQFTktG1Bw</a>

by using appropriate and effective offensive, defensive, and cooperative strategies.

### 2.5.12.B.2

Apply a variety of mental strategies to improve performance.

### 2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

### 2.5.12.C.1

Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

### 2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

### 2.6.12.A.1

- for violations of these rules.
- Understand the dimensions of the playing field, boundaries and other areas of importance.
- Identify potential risks and dangers associated with physical activity and describe how to minimize these risks
- Understand the importance of physical conditioning and its relationship to participation in the sport of football.

- Video – Rise of Football in America
- Passing and Receiving
- Passing and Route Running
- Passing with a Partner
- Circle Group Passing
- Offensive Skills
- Twenty One Football
- Passing and Catching

Football Unit, Mesa Sports:

- Throw and Catch
- Receiving and Passing
- Running Pass
- Carrying
- Blocking
- Punting
- Offense
- Defense

Flag Football Lesson Plan – Passing, Team Sports, PB Works

Xtreme Football, PE Central

Ultimate Sponge Ball, Teachers.net

Throwing and Catching Activities, Great Activities, PE Matters!

- The New Flag Football
- Forward
- Ultimately Captured

Football Unit, Mesa Sports, [www.mesasports.org/pe/pe\\_jh\\_units/files/football\\_full\\_unit\\_15\\_days.doc](http://www.mesasports.org/pe/pe_jh_units/files/football_full_unit_15_days.doc)

Xtreme Football, PE Central <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8741#.WgyB40dryX0>

Ultimate Sponge Ball, Teachers.net, <https://teachers.net/lessonplans/posts/2653.html>

Flag Football Lesson Plan – Passing, Team Sports, PB Works, <https://hpe324teamsports.pbworks.com/f/Flag+Football+Lesson+Plan.doc>

Throwing and Catching Activities, Great Activities, PE Matters! [https://greatactivitiesonline.com/?s=Football&cat=-Uncategorized&grade\\_level=02-high&silverghyll\\_tpicker=s=Football!and!cat=-Uncategorized!and!grade\\_level=02-high](https://greatactivitiesonline.com/?s=Football&cat=-Uncategorized&grade_level=02-high&silverghyll_tpicker=s=Football!and!cat=-Uncategorized!and!grade_level=02-high)

American Football Lessons, Dr. Cummiskey, West Chester University: [www.thenewpe.com/invasion/Football%20LPs%20303.doc](http://www.thenewpe.com/invasion/Football%20LPs%20303.doc)

### Summative Assessment:

Football Skills Rubric, Hawks PE, [http://www.hawkspe.com/pdf/football\\_skills\\_rubric.pdf](http://www.hawkspe.com/pdf/football_skills_rubric.pdf).

Flag Football Unit Skills and Assessments, Mr. Lucil's Web Site, <https://sites.google.com/site/luceswebsite/flag-football-unit>

### Alternative:

- Individual fitness log/plan

Compare the short- and long-term impact on wellness associated with physical inactivity.

#### 2.6.12.A.4

Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

### Comprehensive Health and Physical Education

#### 2.5.12.A.1

Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

#### 2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

#### 2.5.12.B.1

- Team Keepaway

American Football Lessons, Dr. Cummiskey, West Chester University:

- Throw and Catch
- Offensive Pass Patterns
- Hands-offs and Tosses
- Running plays, Formations and Defense
- Punting

#### Additional Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

Topics	Objectives	Equipment:	Formative Assessments:
Indoor Soccer	Students will research the history of soccer. Students will work with peers to create a Google Slides presentation. (NJSLS W 9-10.7)	<ul style="list-style-type: none"> <li>• Indoor soccer balls</li> <li>• Outdoor soccer balls</li> <li>• Goals</li> <li>• Cones</li> <li>• Pinnies</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>
Outdoor Soccer	Students will know and be able to: <ul style="list-style-type: none"> <li>• Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level- i.e. Dribbling.</li> <li>• Demonstrate proper kicking technique and control with a soccer ball while lofting it into the air.</li> <li>• Demonstrate proper short and long passing technique to a partner and teammates</li> </ul>	Thread the Needle, PE Central, <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8893#.WjfaPktG1Bw">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8893#.WjfaPktG1Bw</a>  Small and Large Sided Games, PE Central, <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2110#.WjfalEtG1Bw">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2110#.WjfalEtG1Bw</a>  Soccer Lesson Plans, Kentucky Youth Soccer Association, <a href="http://www.kysoccer.net/coaches/lesson_plans/">http://www.kysoccer.net/coaches/lesson_plans/</a>  Soccer Practice Plans, Coaching-Kids-Soccer, <a href="http://www.coaching-kids-">http://www.coaching-kids-</a>	<b>Summative Assessments:</b>  Soccer Skills Online Quiz, PE Central, <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4819#.WjfatUtG1Bw">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4819#.WjfatUtG1Bw</a>



**Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.**

### 2.5.12.B.2

**Apply a variety of mental strategies to improve performance.**

### 2.5.12.B.3

**Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.**

### 2.5.12.C.1

**Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.**

### 2.5.12.C.2

**Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.**

### 2.6.12.A.1

- Demonstrate proper trapping technique in order to regain control of the ball.
- Demonstrate proper technique when heading the ball into the goal or to a teammate.
- Cooperate with each other and work in a group setting while learning/practicing soccer skills and proper technique.
- Work in modified teams while practicing soccer skills and proper technique during a facilitated game.
- Recite the basic rules of a soccer games.
- Demonstrate basic knowledge of a soccer field dimensions and recognize the following areas on the field: center circle, center-line, goal line, and corner arc.

- Possession
- Soccer Practice Plans, Coaching-Kids-Soccer:
- Tag Games
- Fundamental Skills
- Practices
- Fun Games

Fun Soccer Games, Soccer Coach Weekly:

- Up and Down
- Triple Whammy
- Long and Short of It
- Six Shooter
- Space Wars
- Star Gates
- Space Invasions
- Tiger Tails

World Cup Soccer Tournament, PE Central

Switch Soccer, PE Central

Soccer Golf, PE Central

Window Soccer, PE Central

Indoor Soccer, Small Space Training, SO Soccer Academy, Tom Sauder

- Practices
- Warm-up Drills
- Technical Skills
- Fitness Drills
- Tactical Drills

[soccer.com/soccer-practice-plans.html](http://soccer.com/soccer-practice-plans.html)

Fun Soccer Games, Soccer Coach Weekly,  
<https://www.soccercoachweekly.net/soccer-drills-and-skills/fun-soccer-games/>

World Cup Soccer Tournament, PE Central  
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=8029#.WgyFg0dryX0>

Switch Soccer, PE Central  
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=3714#.WgyFlkdryX0>

Soccer Golf, PE Central  
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2100#.WgyFp0dryX0>

Window Soccer, PE Central  
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=818#.WgyFs0dryX0>

Indoor Soccer, Small Space Training, SO Soccer Academy, Tom Sauder  
[www.sosocceracademy.com/resources/Indoor-Soccer.pdf](http://www.sosocceracademy.com/resources/Indoor-Soccer.pdf)

Indoor Soccer Unit, PE with Coach Schachle

Soccer Skills Assessment, iRubric,  
<https://www.rcampus.com/rubricshowc.cfm?code=M53825&sp=yes&>

Physical Education Rubrics, Soccer Skills, Soccer Dribbling, Soccer Kicking and Soccer Passing, Long Branch Public Schools, NJ,  
<https://www.longbranch.k12.nj.us/Page/12838>

Soccer Unit Rubric, Milford Public Schools, CT,  
<http://www.milforded.org/page.cfm?p=21285>

### Alternative Assessments:

- Individual fitness log/plan
- Soccer Shooting Skills, PE Central,  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5340#.WjQGbEtG1Bw>

Compare the short- and long-term impact on wellness associated with physical inactivity.

- Scrimmages
- Indoor Soccer Unit, PE with Coach Schachle
- History and Rules
  - Passing and Dribbling
  - Possession and Shooting
  - Defending
  - Touch Passing
  - Sequence Passing
  - Relay Games
  - Round-Robin Tournament

<https://sites.google.com/site/pewithcoachschachle/unit-lesson-plan>

#### Additional Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

Students will create a Google form survey about people's favorite sports. Students will compile the data and share with their class. (NJSL SL9-10.6)

### Key Vocabulary:

#### FitnessGram

- **Cardio endurance** – the body's ability to continue exertion while getting energy from the **aerobic** system used to supply the body with energy
- **Muscular endurance** – the ability of a **muscle** or group of **muscles** to sustain repeated contractions against a resistance for an extended period of time
- **Muscular strength** – the ability of a **muscle** group to develop maximal contractile force against a resistance in a single contraction
- **Flexibility** – the range of motion in a joint or group of joints or the ability to move joints effectively through a complete range of motion
- **Body composition** – the percentages of **fat**, bone, water and muscle in human bodies
- **Body mass index** – a weight-to-height ratio, calculated by dividing one's weight in kilograms by the square of one's height in meters and used as an indicator of obesity and underweight
- **Resting heart rate** – the number of times your heart beats per minute while at complete rest
- **Working heart rate zone** – the number of times your heart beats while actively exercising
- **Target heart rate** – the minimum number of heartbeats in a given amount of time in order to reach the level of exertion necessary for cardiovascular fitness, specific to a person's age, gender, or physical fitness
- **Spotting** – observe or assist in order to minimize the chance of injury to the gymnast

- **Major muscle groups** – the abdominal, pectoral, deltoid, trapezius, latissimus dorsi, erector spinae, biceps, and triceps; the major skeletal muscle groups of the lower body are the quadriceps, hamstrings, gastrocnemius, soleus, and gluteus
- **Fitness equipment** – any apparatus or device used during physical activity to enhance the strength or conditioning effects of that **exercise** by providing either fixed or adjustable amounts of resistance
- **Pacer test** – a series of stages that have different tasks sometimes used by sports and coaches and trainers to estimate an athlete's VO<sub>2</sub> max (maximum oxygen uptake)
- **Sit and reach** – is a common measure of flexibility, and specifically measures the flexibility of the lower back and hamstring muscles.
- **Flexed arm hang** – a pull-up progression exercise and a common test of upper body strength
- **Sit ups** – a physical exercise designed to strengthen the abdominal muscles, in which a person sits up from a supine position without using the arms for leverage
- **Pushups** – an exercise in which a person lies facing the floor and, keeping their back straight, raises their body by pressing down on their hands
- **Kicking** – to strike or propel forcibly with the foot

### Football

- **Field goal** - A three point score, when the kicker kicks the football above the crossbar and between the uprights of the goalpost.
- **End zone** - The area at the end of the football field where the offensive team must have possession of the football to score a touchdown..
- **Extra point** - After a football team has scored a touchdown, they have the opportunity to score additional points. They can kick an extra-point for 1 point or try a 2-point conversion for 2 points.
- **Field goal** - A three point score, when the kicker kicks the football above the crossbar and between the uprights of the goalpost.
- **Fumble** - When a football player drops the football. The ball is available for any other player to gain possession for his team. Holding: A penalty where a football player grabs an opponent.
- **Line of scrimmage** - The location on the field where the football is spotted and the next play begins..
- **Punt** - A football kick to the other team to give them the ball downfield rather than lose the football on downs.
- **Quarterback** - This is the football player that starts each play. He takes the snap from the center and either runs with it, hands off the football to another player, or passes it.
- **Tackle** - When a football player causes the player carrying the ball to touch the ground such that they are considered down. The end of the play.
- **Touchdown** - A 6 point score. When a player has control of the football within the end zone.

### Soccer

- **Dribbling** – the practice of controlling the ball with the feet while moving on the field of play
- **Passing** – to kick the ball such that it is transferred to a teammate
- **Trapping** – using the feet, thighs or chest to bring the ball to the ground while keeping it in the player's possession
- **Heading** – technique that is used in association football to control the ball using the head to pass, shoot or clear
- **Shooting** – to kick the ball at the goal with the intent of scoring a point
- **Control** – to have firm possession over the ball, generally in a controlled dribble
- **Offensive/Defensive positions and formations** – defenders, midfielders, and forwards
- **Running patterns** – a strategic pattern or play by which players position themselves in an attempt to score



- **Field Dimensions** – 100-110m long by 64-75m wide, with goals 7.32m wide by 2.44m tall
- **Boundaries** – the perimeter of the field of play, past which is out-of-bounds

### Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment..

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Videos should include closed captions in student’s native language (as appropriate)</li> <li>• Relate to sports in students home country if new-comer</li> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Label classroom materials</li> <li>• Word walls</li> </ul>	<ul style="list-style-type: none"> <li>• Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Change movement requirements</li> <li>• Focus on student’s attempts instead of precise</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Reminders can be provided</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the pace of lessons</li> <li>• Students can present their research to another class</li> <li>• Inquiry-based instruction</li> <li>• Higher order thinking skills</li> <li>• Interest based content (other sports)</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Students can partner with peers needing assistance</li> </ul>

	form <ul style="list-style-type: none"> <li>• Work with paraprofessional</li> <li>• Provide prompts and reminders</li> <li>• Break tasks into manageable chunks</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first).</li> <li>• Solidify and refine concepts through repetition.</li> </ul>	adjustments as needed. <ul style="list-style-type: none"> <li>• Provide analogies (this is like...)</li> </ul>	
--	--	--	--

### Interdisciplinary Connections:

#### ELA - NJSLS/ELA:

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

NJSLS SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

NJSLS W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

NJSLS W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Integration of Technology Standards NJSLS 8:

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

**Career Ready Practices:**

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.