Moonachie School District

Health Curriculum:

Grades 6 - 8

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022

| **CHPE: PHYSICAL EDUCATION** |
| --- |
| **Grades 6-8** |
| **2.2 Physical Wellness** |
| **DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS** |
| 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). | * 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
* 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments
* 2.2.8.MSC.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).
 |
| Feedback from others and self-assessment impacts performance of movement skills and concepts. | * 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
 |
| Individual and team goals are achieved when applying effective tactical strategies in games, sports and other physical fitness activities. | * 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
* 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
* 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
 |

| **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  | **Resources/Materials** |
| --- | --- | --- | --- |
| * Students will learn and practice basic yoga poses
* Students will incorporate isolated yoga poses into a planned flow routine
* Students will increase flexibility and strength through yoga
* Students will improve social emotional skills through yoga
* Students will learn basic yoga vocabulary, history, rules, and etiquette
 | **Grade 6** * Teacher modeling of yoga positions (can be reinforced and supplemented with a video of positions)
* Teacher modeling of verbal cues, breathing cues
* Circuit/Station Yoga: Students rotate through various stations where students work on various poses

**Grade 7*** Circuit/Station Yoga: Students rotate through various stations where students work on various poses
* 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.

**Grade 8*** Circuit/Station Yoga: Students rotate through various stations where students work on various poses
* Whole class, or small group Vinyasa flows: sun salutation etc
 | * Teacher has yoga pose rubric and monitors student progression during flows
* Yoga Vocabulary/Pose Quiz
 | * [Best Practices for Yoga in Schools](https://www.amazon.com/Best-Practices-Schools-Service-Guide/dp/0692564713/ref%3Dsr_1_3?keywords=yoga+in+schools&qid=1638970418&sr=8-3) (2015)
* [Yoga with Kassandra Youtube Playlists](https://www.youtube.com/c/yogawithkassandra/playlists)
* [Yoga Poses Quizlet Flashcards](https://quizlet.com/gb/261355818/yoga-poses-flash-cards/)
* Yoga Mats
* Yoga blocks
* Disinfectant Spray and wipes
 |
| * Students will be able to learn the skills and concepts of shooting and passing within certain team related activities
* Students will learn basic vocabulary, history, rules, and etiquette of each related activity/concept
* Students will improve SEL through sportsmanship and respect for each other’s skill level.
 | **Grade 6*** Teacher modeling of skills positions (can be reinforced and supplemented with video)
* Circuit/Station: Students rotate through various stations where students work on various skills connected with the current unit

**Grades 7/8*** Circuit/Station: Students rotate through various stations where students work on various skills connected with the current unit
* Paired Partner Skills
 | * Teacher has rubric with sport specific skills evaluation and skills of teamwork, leadership, & sportsmanship.
* Students will complete peer assessments for individual skills
* Sport specific vocabulary/quiz
 | * Soccer balls
* Cones
* Basketballs
* Pinnies
* Goals
* Poly Spots
* Handballs
* Bases
* coreboards
* Footballs/Flags
* Pedometers/HR monitors
* Frisbees
 |
| * Students will demonstrate body management skills and control when moving.
* Students will demonstrate and perform movement skills in isolated and applied settings.
* Students will perform movement sequences in response to various tempos, rhythm and musical styles.
* Students will demonstrate locomotor and non locomotor activities in addition to building a movement vocabulary.
* Students will perform and increase range of motion through dynamic cardiovascular warm up exercises.
* Students will demonstrate good sportsmanship by respecting others during participation.
 | **Grade 6*** Students will follow along the drum fit videos.
* Students are exposed to different types of line dances (Cotton Eye Joe, Electric Slide, etc); must follow certain step guidelines (two sets of 8 counts)

**Grade 7*** Students create their own line dance movements and pick their own music

**Grade 8*** Students record and present their own line dance.
* Student performance for younger grades
 | * Teacher will monitor students progression during flows
* Line Dance Peer Assessment Sheet
* Student participation and performance for peers and other students
 | * [Drum Fit Videos](https://docs.google.com/presentation/d/1fRvQAggK3AuGp-rSpEKlQE4tQ0RTBeG8r9532ooQse0/edit?usp=sharing)
* [How To Dance - The Cupid Shuffle Link](https://www.youtube.com/watch?v=FgZobANrbfU)
* [Folk and Line Dance Instructional Videos](https://www.supportrealteachers.org/folk-and-line-dance-instructional-videos.html)
* [Macarena Video](https://www.youtube.com/watch?v=6LIkX0U6f5k)
* [Beginner Line Dancing](https://www.youtube.com/watch?v=sXd6VOYAeek)
* [Cotton Eyed Joe](https://www.youtube.com/watch?v=GlJYTWxSVM4)
 |
| * Students will be able to learn, detect, analyze and correct errors and apply to refine movement skills.
* Apply concepts of force and motion. (weight transfer, power, speed, agility, range of motion) to impact performance.
* Use the primary principles of training FITT for the purposes of modifying personal levels of fitness.
* Students will learn basic fitness vocabulary, history, rules, and etiquette
 | **Grade 6*** Teacher modeling of fitness skills.
* Teacher modeling of verbal cues, breathing cues.
* Teacher modeling of skills positions (can be reinforced and supplemented with video)
* Students will be able to learn the basic skills of fitness training.

**Grade 7*** 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

**Grade 8*** PACER Test Administration: walk/run, partnered PACER test, blind pre test, prepared post test, relay lines
 | * Rubric
* Vocabulary assessment
* Fitness specific quiz/test
* Teacher monitors student progression during fitness activities.
 | * [FitnessGram 20-Meter PACER Test OFFICIAL AUDIO (Part 1)](https://www.youtube.com/watch?v=Y82jDHRrswc)
* [Pacer Test Audio](https://www.youtube.com/watch?v=XL-IPaYVcUc&t=323s)
* [PACER Individual Score Sheet](https://www.nova.edu/projectrise/forms/Individual_Score_Sheet.pdf)
* Fitness flashcards
* Speed
* Playing cards
* Fitness bingo
* Pedometers
* Timers
* Stop watches
* PACER test
* Balance boards
* Fitness dice
* Mats
* Free weights
* [PACER Explanation Worksheet](https://drive.google.com/file/d/0B-dwKxM4c5ZIM3JqclhoZ09ZcUE/view?usp=sharing&resourcekey=0-aBzfNvTwIKFnBWeUwHff0g)
 |
| * SWBAT to play and understand how to play cornhole
* SWBAT make adjustments and learn techniques on how to toss a bean bag
* SWBAT apply the strategies outside of school in social settings to improve SEL skills
* SWBAT track goals and personal scores to improve skills
* SWBAT understand the origins and history of Cornhole
 | **Grade 6*** Intro Presentation: Show students cornhole demonstrations through videos or through teacher modeling
* Small group (2 v 2 or similar) to practice tossing
* Explain a standardized set of rules
* Explain history of Cornhole

**Grade 7*** Conduct cornhole tournament (with the class, between grade levels)
* Modified activities/sports through rule changes

**Grade 8*** Apply similar strategies and activities to other *backyard games (Can Jam, Ladder Ball, Bocce Ball, Knock-Hockey, Spikeball)*
 | * Peer assessment/rubrics (observation)
* Self-assessment
* Worksheets on rules/rubrics
 | * [ESPN Sport Science Video on Cornhole](https://www.youtube.com/watch?v=tEkEQTfXTwU&feature=emb_logo)
* [OFFICIAL ACA CORNHOLE Website](https://www.playcornhole.org/) (rules, boards, etc)
* Cornhole boards
* Cones for modification
* Bean Bags
 |
| **Interdisciplinary Connections** | NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually,quantitatively, and orally.  |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.  |
| **Computer Science and Design Thinking** | 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| **Modifications** |
| --- |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructionsSame language partnersTranslated notes/rulesUse of technologyVideos in other languages | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed | Teacher modelingPeer modelingStudy guidesMultiple OpportunitiesExtended timeParent communicationModified assignmentsProvide choicesCreate instructional objectives with realistic connectionsProvide additional opportunities for support and instruction | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activitiesDemonstration | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed |

| **CHPE: PHYSICAL EDUCATION** |
| --- |
| **Grades 6-8** |
| **2.2 Physical Wellness** |
| **DISCIPLINARY CONCEPT: PHYSICAL FITNESS** |
| 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.  |
| **Core Ideas** | **Performance Expectation Standards** |
| A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).  | * 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.
 |

| **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  | **Resources/Materials** |
| --- | --- | --- | --- |
| * SWBAT using health related technologies to track and improve their physical fitness
* SWBAT recognize various other resources and technologies to use to monitor health (apps, other personal devices)
 | **Grade 6*** Teach students about the science of “steps” per day and how it contributes to physical health
* Students monitor steps using a pedometer and record their steps at the end of PE class

**Grades 7/8*** Students will learn how to calculate their target heart rate
* Students will learn how to measure their resting and active heart rate
* Students will learn the locations on the body to determine the pulse
* Student will learn how to properly wear a heart rate monitor
* Presentation or videos on various types of other fitness trackers/technology
 | * Student log/data through paper, google form, proprietary application data
* Teacher monitoring on student data
* Student data can be part of the exit ticket
 | PedometersHeart Rate monitorsFitness Apps:MyfitnesspalMapmyrunStravaFutureApple HealthGoogle FitNike Run[Google Doc with Health and Wellness App lists](https://docs.google.com/document/d/1CJYkLbSQFaD8arolPGGyT5KjG1toExbl524rjm8hQ4U/edit) (Mindfulness, fitness, diet, sleep)Heart Rate Zones - <https://drive.google.com/file/d/0B-dwKxM4c5ZISV9zZ2YwQ3JnU0E/view?usp=sharing&resourcekey=0-R2FeoPy5EpWNwKBMT-A_Ow> |
| * Understand the difference between health related fitness and skill related fitness
* Demonstrate understanding of various type of fitness activities (muscular endurance, muscular strength, flexibility, balance)
 | **Grade 6*** 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)

**Grade 7**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)**Grades 8*** Students design their own workout programming (bodyweight, cardio, HIIT, etc.)
* Students use a choice board as a list of fitness activities
 | * Fitness related test and quizzes to determine student knowledge and understanding of FITT principles
 | Videos of specific exercises/movementsWorksheets and handoutsMatsBandsLaddersHurdlesJump ropesBosu / Balance boardsMedicine BallsWhiteboards[Darebee Fitness Resources](https://www.darebee.com/)[Youtube Group HIIT Resources](https://www.youtube.com/channel/UC_aLZ9YxRrGmCe1Zd3GSkEA)FITT Principal - <https://drive.google.com/file/d/1Z1MkL9QztVpeIwNcKbt4yTwWY5d4semx/view?usp=sharing> |
| **Interdisciplinary Connections** | NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually,quantitatively, and orally.  |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. |
| **Computer Science and Design Thinking** | 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| **Modifications** |
| --- |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructionsSame language partnersTranslated notes/rulesUse of technologyVideos in other languages | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed | Teacher modelingPeer modelingStudy guidesMultiple OpportunitiesExtended timeParent communicationModified assignmentsProvide choicesCreate instructional objectives with realistic connectionsProvide additional opportunities for support and instruction | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activitiesDemonstration | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed |

| **CHPE: PHYSICAL EDUCATION** |
| --- |
| **Grades 6-8** |
| **2.2 Physical Wellness** |
| **DISCIPLINARY CONCEPT: LIFELONG FITNESS****Accident and Fire Prevention and Instruction** |
| 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.  |
| **Core Ideas** | **Performance Expectation Standards** |
| Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. | * 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 self 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, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
 |
| Community resources can provide participation in physical activity for self and family members. | * 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
* 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.
 |

| **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  | **Resources/Materials** |
| --- | --- | --- | --- |
| * Students will recognize and participate in community fire fighting fitness activities
* Students identify career physical activity requirements
 | **Grade 6*** Presentation and instruction on why certain movements and activities relate and prepare firefighters for their profession

**Grade 7*** Teachers/firefighters develop a circuit of fire-fighting specific movements and activities for students to participate in
* Students will learn about the physical fitness requirements of fire-fighting

**Grade 8*** Exploration of career physical fitness requirements for various professions besides fire-fighting (military physical fitness standards, police fitness standards
 | * Recording of the activity (flipgrid)
* Fire Fighter Choice Board
* Quizlet vocabulary quiz
 | [Fire Fighter Choice Board](https://docs.google.com/presentation/d/1rUMrce0yeVibVdjzyktPSgN6ZgpD-SrhdpIf_clskUs/edit?usp=sharing) |
| * Students and families will be familiar with various types of fitness activities to enhance general health
 | **Grades 6-8** Family fitness night/day which incorporates various stations that show different types of activity: exercises, blood pressure, BMI, heart rate monitors, pedometer. | * No assessment necessary for fitness community outreach
 |  |
| * Student will explore and understand how other cultures participate in physical fitness
 | **Grade 6*** Explore other cultures dance routines
* Students pick and research a particular culture’s dance routine or movement
* Presentation on the dance

**Grade 7*** Demonstrate or lead the dance or record the dance routine
* Students can also investigate other popular sports from other countries and present on that (handball, soccer, cricket)

**Grade 8*** Teacher instructs students on how professional sports differs from American sports
* Presentation and instruction on how other cultures incorporate mindfulness, SEL principles, into fitness and activities (Qui-Gong, etc)
 | * Live presentation of dance or recording
* Teacher rubric or student self-rubric
* Peer grading
* Quiz on culture/country and activities
 | Videos on youtube of various dances/cultures’ sports[International Sports Resource](https://blog.eftours.com/article/top-20-international-sports-events/) Cotton eye joe <https://www.youtube.com/watch?v=GlJYTWxSVM4>Line dancing for kids <https://www.youtube.com/watch?v=gsWZBLzawjc&list=PLXo5X5caWrzTzUUqdsyM9RCHEtHa2ElbW> |
| * Students will identify community resources in their local area for fitness opportunities
 | **Grades 6/7**Exposure and locations of various parks, fields, fitness gyms, town or neighboring town sports or fitness programs, youth leagues**Grade 8**Student assignment on sharing of local events: 5Ks, community-themed events, fundraisers, special olympics |  | * Google Maps
* Town programs website
* Events websites
 |
| **Interdisciplinary Connections** | NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually,quantitatively, and orally.  |
| **Career Readiness, Life Literacies and Key Skills** | 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. |
| **Computer Science and Design Thinking** | 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| **Modifications** |
| --- |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructionsSame language partnersTranslated notes/rulesUse of technologyVideos in other languages | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed | Teacher modelingPeer modelingStudy guidesMultiple OpportunitiesExtended timeParent communicationModified assignmentsProvide choicesCreate instructional objectives with realistic connectionsProvide additional opportunities for support and instruction | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activitiesDemonstration | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed |