

**Belvidere Cluster Wide
Health Curriculum
Grade 7
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
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- Reduced/shortened written assignments
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Unit #1, Health, Wellness, Gr. 7

Content Area: **Health**
Course(s): **Health**
Time Period: **September**
Length: **40 days**
Status: **Published**

Enduring Understanding

Family, access to health care, decision making abilities, and exposure to risk all influence an individual's health.

Essential Questions

What can an individual do to ensure a healthy, active lifestyle?

How does nutrition impact wellness?

Which diseases and health conditions impact wellness and what can be done to recognize, treat and manage them?

How can social and emotional development impact a healthy, active lifestyle?

New Jersey Student Learning Standards

HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

Student Learning Objectives

Identify the dimensions of wellness

Identify the short and long term effects of a person's habits, surroundings, and heredity on future wellness

Describe various products that have been improved or introduced to improve overall health.

Explain how to analyze ads for products to make informed consumer decisions

Identify common risk factors of everyday life

Develop strategies to decrease risk and maintain a safe environment

Describe personal traits that promote social and emotional health

Discuss emotional and social protective strategies and how they may benefit a person's emotional and social wellness

Compare and contrast cultural family beliefs

Describe common causes and body's response to stress

Instructional Activities

Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements.

Students will be asked to solve different teacher provided health related scenarios individually and in groups (nutritional decisions, physical activity decisions, and lifestyle decisions). Students must use the steps of good

decision making. The group will perform the scenario and analyze why the decision was the correct one to make. Groups will also be asked follow up questions on how they could help others make the same decision. Choose a healthy nutritional product and create an advertising technique to influence others to buy your product. Create a one page print advertisement, or, a multi-media advertisement 3 minutes in length, that identifies a target audience, describes the nutritional value to the consumer, affordability to the consumer, and product availability

Have each student complete a case study. Create a patient with disease/disorder including: age, occupation, family life, lifestyle/activity level, weight and age. Have students plug into My Plate and create a diet for the patient that suits the disease/disorder. Students will have to research the disease and then use the analyzing tool to get results to summarize a conclusion. Student must develop a portfolio that will include research, data projected from My Plate tracker, and cite all resources. <http://www.myplate.gov>

Interdisciplinary Connections

English Language Arts- content area reading, research gathering and writing

Science-body systems

Technology-PowerPoint, computer research

Art- poster construction

Assessment

Compare and Contrast T Chart

Venn Diagram

Exit Slip to check for understanding

Oral presentations

Peer/Self-Assessment

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

Summative assessments

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Texts and Resources

myplate.gov

<http://psychcentral.com/disorders/>

Adolescent Health website from the US Department of Health and Human Services' Center for Disease Control and Prevention

Teens Health

Teen Health - Medline Plus

Teen Health Center from KeepKidsHealthy.com (Teacher Resource)

Holt, Decisions for Health Textbook Level Red Grade 7

Unit #2, Health, Personal and Interpersonal Communication, Gr. 7

Content Area: **Health**
Course(s): **Health**
Time Period: **November**
Length: **40 days**
Status: **Published**

Enduring Understanding

Decisions influence every aspect of a person's life. Personal choices affect current experiences and long term outcomes for individuals, family, and society.

Essential Questions

How do you communicate your acceptance or rejection of others?
Which decision making skills have the most effect on social situations?
How do various cultures react to individuals who are different?

New Jersey Student Learning Standards

HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
HPE.2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.

Student Learning Objectives

Identify the steps to responsible decision making.
Describe situations in which you would use the steps to responsible decision making.
Identify factors that would determine making individual or group decisions.
Identify factors that affect health status.
Describe the factors that influence your personality.
Define "individuals with disabilities."
Analyze strategies to enhance character development in individual, group, and team activities.
Explain how various cultures have responded to individuals with disabilities.
Describe 6 values that build character and build health.
Describe and utilize a computer to find health information.
Explain how to evaluate sources of health information and when to seek help from a health professional.
Explain why individuals and groups determine to, or not to, follow codes of conduct.

Instructional Activities

Conduct a survey of local healthcare providers (e.g., clinics, hospitals, physician's offices) to identify the top ten problems of young adolescents. Compare the local results to state, national, and international data.
Develop and perform role plays for each of the top rated problems that explain the problem and when and where to seek appropriate help. The role plays can be videotaped for peer review and critique and shared with international ePals.
Students will demonstrate the ability to use conflict resolution skills to respond to various scenarios. Students will develop strategies to build character and influence others (classmates, peer groups) through positive peer interaction. In groups have students describe a scenario in which there may be bullying, harassment, or

intimidation present. The students will develop a role play which will address the problem and define the solution in a positive interaction. The group will also develop slogan that promotes positive behaviors and use of words in order to build character. The posters and role play will be presented to the class. Project: Role play scenario with the students describing how they were able to use the 6-step process. 1. Recognize the problem 2. Define the problem to all involved 3. Determine possible solutions to the problem 4. Make a decision 5. Implement the solution that is best for all 6. Re-evaluate if necessary) The slogan the students developed for their scenario will be developed into a poster or a PSA which will be presented to the class.

Students will identify helpful community resources and categorize them according to the services they provide. The activity will engage the students in connecting interests and opportunities for volunteerism. They will also recognize that the school community is part of the broader community. Explain the purpose of the lesson and that the students will begin the lesson with a brainstorm on the topic. Remind students to remember school and local community resources. Each student and their partner will use paper and pencil to record ideas as they brainstorm community resources and opportunities for volunteerism. Allow five minutes for student pairs to record ideas. After five minutes of pair brainstorming, have each pair to write their ideas on the board. If an idea is already on the board, the pair will place a check mark next to the idea to indicate it is a repeat.

Interdisciplinary Connections

English Language Arts- content area reading, research gathering and writing
Technology-PowerPoint, computer research
Art- poster construction

Assessment

Whip Around: The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking.”

Word Sort: Given a set of vocabulary terms, students sort in to given categories or create their own categories for sorting

Triangular Prism (Red, Yellow, Green): Students give feedback to teacher by displaying the color that corresponds to their level of understanding

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments

End of unit presentations
Written Tests
Portfolios
Class Projects
Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio

Texts and Resources

<http://www.wholechildeducation.org/>

<http://www.nasbe.org/project/center-for-safe-and-healthy-schools/>

<http://www.p21.org/>

National Survey of Children's Health – Data Resource Center

Fast Stats – Adolescent Health from the Center for Disease Control and Prevention

Unit #3, Health, Alcohol, Tobacco, Medicines and other drugs, Gr. 7

Content Area: **Health**
Course(s): **Health**
Time Period: **February**
Length: **40 days**
Status: **Published**

Enduring Understanding

Medicine must be used correctly in order to be safe and have the maximum benefit.

The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

Essential Questions

Why is it illegal to share prescription medicines/drugs?

When can using drugs be good/bad for you?

Why can it be difficult to stop drug dependency?

New Jersey Student Learning Standards

HPE.2.3.8.B.8	Analyze health risks associated with injected drug use.
HPE.2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
HPE.2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
HPE.2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
HPE.2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
HPE.2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
HPE.2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
HPE.2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
HPE.2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
HPE.2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
HPE.2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

Student Learning Objectives

Discuss a person's individual factors will influence the effects of drugs on the body and mind

Identify drug misuse and abuse

Explain how drug misuse and abuse progress to drug dependency

Explain how drug misuse and abuse affects relationships, responsibilities, and society.

List the steps to responsible decision making.

Describe situations in which you would use the steps to responsible decision making.

Identify factors that would determine making individual or group decisions.

State reasons why people become dependent.

Describe various ways to promote a drug free life.

Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

Explain how the use of alcohol and other drugs affects decision-making and puts individuals at risk for sexual assault, pregnancy, and STIs.

Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

Analyze health risks associated with injected drug use.

Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

Identify intervention strategies that assist family and friends to cope with the impact of substance abuse.

Instructional Activities

Research school district policy/local/state laws governing drug and alcohol use and present a revision to a current law.

Students will break into groups with large butcher paper and trace the outline of a person. The groups will be given a drug name/class and they are to label the body with the effects of the drug. (Group topics should include, but are not limited to over the counter medications, supplements, and prescription medications). Once the figure is labeled, the group should then brainstorm tactics for staying drug free. The students will then present the information gathered about the use/misuse/abuse of the specific drug. Be specific on which one and have medication inserts for student information. Marijuana, Club drugs, Inhalants, Hallucinogens, etc. (Adapted from PBS.org) Fact sheets can be found at URL:
<http://pbskids.org/itsmylife/body/drugabuse/index.html>

Students will analyze the short-term and long-term consequences of drug and alcohol use. Materials needed: Bag of marshmallows A student volunteer will read aloud a teacher selected poem to the class. Then ask the same student to read the same poem with a marshmallow in his/her mouth. The student cannot chew or eat the marshmallow, YET, the marshmallow must remain in the mouth. The class will compare and contrast each reading; they should notice how words were slurred and difficult to understand when the marshmallow was in the mouth. Students will understand that the tongue is a muscle and when a person drinks alcohol, muscles cannot work in coordinated manner. Reading the poem with the marshmallow in the mouth simulated how a person who drinks too much alcohol might sound. Have students pair off and replicate the same procedure: read a poem without the marshmallow in mouth then read the same poem with a marshmallow in mouth.

The students will research treatment options for addiction and alcoholism in order to overcome the illness. The student will develop a PSA. What is a PSA? At some point in our lives all of us have seen a Public Service Announcement (also known as a PSA). PSAs come in many forms. They can be commercials, radio advertisements, billboards, pamphlets, posters, etc. Although they come in many different forms, PSAs all have something in common: they try to get an important message across to the public. Directions: For this assignment you will be working to create a PSA about the dangers of alcohol and drug abuse and the role that treatment plays in the success of overcoming the illness. Your PSA can be in any of the forms mentioned above. Your PSA should have at least three facts about the treatment option you have been assigned (sources must be cited), a specific message or slogan that may be an outcome from treatment or a reason to use this specific treatment option, and it must be creative and appropriate.

Interdisciplinary Connections

English Language Arts- content area reading, research gathering and writing

Science-body systems

Technology-PowerPoint, computer research

Art- poster construction

Assessment

Circle, Triangle, Square: Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.

ABCD Whisper: Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.

Onion Ring: Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself.

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments

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Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
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Texts and Resources

<http://www.wholechildeducation.org/>

<http://www.nasbe.org/project/center-for-safe-and-healthy-schools/>

<http://www.p21.org/>

Campaign for Tobacco Free Kids

Smoking and Cardiovascular Disease – American Heart Association

Quit Smoking – Mayo Clinic

SchoolTube.com

Unit #4, Physical Education, Individual Activities, Gr. 7

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **March**
Length: **30 days**
Status: **Published**

Enduring Understanding

Individual sports combine physical fitness with mental development.

Essential Questions

- What are the key principles necessary to enhance and maintain personal fitness?
- How do mental strategies combine with personal fitness to enhance personal performance?
- How can individual sports impact life-long fitness?
- What impact will improved mental development have on cooperative strategies and team activities?

New Jersey Student Learning Standards

HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

Student Learning Objectives

- Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies.
- Provide fair and honest skill specific feedback to a partner which will be integrated into game play. (tennis, pickle ball, badminton).
- Compare and contrast the different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities.
- Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities.
- Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play.
- Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities.
- Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in individual / dual activities.

Instructional Activities

- Individual Games (Tennis, Ping Pong, Golf, Pickle Ball, Badminton, Gymnastics, Martial Arts, Track and Field, Weightlifting, and etc.
- Individual Skill Practice (Depending on what sport you choose from above)
- Fitness Stations (Jumping Jacks, Sit Ups, Sit and Reach, Mountain Climbers, Leg Lifts, Squats, and etc.)
- Stations (chin-ups, sit-ups, pushups, and etc.)(Skill V. Health)
- Jump Rope Skills

Dance (Group, Line, and etc.)

Interdisciplinary Connections

Math: Data collection for fitness stations

Assessment

Offense and Defense Peer Checklist

Strategy Goal Setting Journal

Individual Strategy Matching Exit Slip

Graffiti Wall- Similarities and Differences in Strategy in Individual Activities

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

Summative assessments

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Texts and Resources

<https://www.pinterest.com/linds042388/individual-activities-to-make/>

<http://www.connectionsacademy.com/blog/posts/2013-06-07/15-Outdoor-P-E-Activities-for-Grades-K-12.aspx>

<http://www.westosha.k12.wi.us/teachers/mzwirgzdas/documents/Syllabus%20PE%20Individual.pdf>

<https://sites.google.com/a/kent.edu/skill-analysis/home/target-field-games-course/competancy-2>

https://www.google.com/search?q=defensive+gpai&biw=638&bih=639&source=lnms&tbm=isch&sa=X&ved=0ahUKEwixyviI48jNAhUFjz4KHTdhCcQQ_AUICCGD