

**Belvidere Cluster Wide  
Physical Education Curriculum  
Grade 6  
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
- Finance
- 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
- 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 prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6

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

## Enduring Understanding

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All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

## Essential Questions

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How do movement concepts improve my performance?  
How can I make movement more interesting, fun, and enjoyable?  
How does my use of movement influence that of others?  
How does force and motion effect movement?  
What is feedback's role in movement skills?

## New Jersey Student Learning Standards

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HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS2	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
HPE.2.5.6	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.1	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).

## Student Learning Objectives

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Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance).  
Compare and contrast how various movements skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility).  
Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.

## Instructional Activities

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Scooters- Obstacle Course  
Hula Hoop/Jump Rope Skills (Use different body parts)  
Tag Games (Stuck in the Mud, Sharks and Minnows, Ball Tag, Red Rover, Toilet Tag, Octopus Tag, Hula Hoop Tag, Crossfire, and etc.)  
Research Projects (World Cultures influence on games, sport, and dance)  
Dance (Group, Line, and etc.)  
Gymnastics or Dance Routine (Modify routine based on feedback)

## Interdisciplinary Connections

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Fine Arts: Dance routine using the skills learned in music class.

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## **Assessment**

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Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

## **Texts and Resources**

Star Wars Dance of the Storm

Troopers: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132855#.V4zr2bgrK00>

Building Core Strength with Rhythm

Sticks: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132778#.V4zr-LgrK00>

Dancing with Math: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132685#.V4zsHbgrK00>

# Unit #2, Physical Education, Wellness, Gr. 6

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

## Enduring Understanding

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In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

## Essential Questions

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Why is it so difficult to become healthy and physically fit?

Why is it even harder to stay healthy and physically fit?

How can I set challenging fitness goals that help me stay committed to wellness?

What is FITT and how can it be utilized to impact someone's fitness level?

## New Jersey Student Learning Standards

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HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
HPE.2.6.6	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.6.A	Fitness and Physical Activity
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

## Student Learning Objectives

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Identify the personal, social, and environmental factors that impact fitness and personal health.

Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/training.

Using an assessment of one's personal fitness level, develop a personal physical activity program.

Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness.

## Instructional Activities

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Skill Related Components Data Collection (Stations)- Speed, Balance, Agility, Power, Coordination, and Reaction Time.

Health-Related Components Data Collection (Stations)- Cardio Vascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Comp.

Fitness Stations- Sit-ups, Chin-ups, Pullups, Jump Rope, Push-ups, Superman Banana, and etc.)

SMART Goal Setting Model - Specific, Measurable, Attainable, Relevant, and Timely

FITT Power Point Presentation- Frequency, Intensity, Time, and Type

Fitness Plan Activity- Create a Brochure to advertise your fitness plan.

## Interdisciplinary Connections

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Technology: Custom fitness plan using skills learned in computer class.

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## **Assessment**

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Graffiti Wall- Factors both +/- that impact a person's health

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. One Sentence Summary Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

## **Texts and Resources**

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Pecentral.org  
Sparkepe.org  
Pe4life.org  
Education.com  
Aapherd.org  
Cdc.gov  
Pelinks4u.org  
Pesoftware.com  
Thephysicaleducator.com  
Mrgym.com  
Shapeamerica.org  
Teachpe.com  
Peuniverse.com  
Pegames.org



# Unit #3, Physical Education, Cooperative Games, Gr. 6

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

## Enduring Understanding

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When participating in cooperative games, students must work together in small groups on a structured activity. They students can share strengths and also develop their weaker skills.

## Essential Questions

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How will working as a team enhance play for all students?  
What strategies can be utilized during game play to improve team success?  
What are some cooperative strategies that can be used in games or activities?  
How will practicing appropriate and safe behaviors enhance participation and safety for all?  
What role does attitudes, skill levels, and teamwork play in cooperative strategies?

## New Jersey Student Learning Standards

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HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

## Student Learning Objectives

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Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities.  
Describe and implement cooperative strategies in a variety of activities and sports.  
Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.

## Instructional Activities

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Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet and etc.)  
Group Trust Activities- Trust Fall, Trust Circle, Group Q and A, and etc.  
Team Building Activities- School Spirit Events (Twin, Hat, and Pride Day)  
Group Goal Setting (Use Cooperative Games as vehicle)  
Critical Thinking Activities (Mind Puzzles/Riddles)

## Interdisciplinary Connections

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ELA - Students must research a cooperative game that is played in another country, create a report, and teach the game to the class.

## Assessment

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Decisions, Decisions (Philosophical Chairs): Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion

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**I Have the Question, Who Has the Answer?:** The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. A variation is to make cards into a chain activity: The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.

**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.”

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

### **Texts and Resources**

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Pecentral.org	Shapeamerica.org
Sparkepe.org	Teachpe.com
Pe4life.org	Peuniverse.com
Education.com	Pegames.org
Aapherd.org	
Cdc.gov	
Pelinks4u.org	
Pesoftware.com	
Thephysicaleducator.com	
Mrgym.com	

# Unit #4, Physical Education, Individual Activities

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

## Enduring Understanding

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Apart from encouraging the development of fine and gross motor skills, agility, endurance, and hand-eye coordination, as almost all sports do, individual sports combine physical fitness with mental development.

## Essential Questions

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What are the key principles necessary to enhance and maintain personal fitness?  
How will maintaining a high level of fitness enhance personal performance in all aspects of one's life?  
How can individual sports be utilized as part of personal fitness evaluation?  
How can individual sports impact life-long fitness?  
What impact will improved skills have on cooperative strategies and team activities?

## New Jersey Student Learning Standards

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HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.CS2	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

## Student Learning Objectives

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Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.  
Identify and demonstrate the use of various shots / skills used during practice / game play.  
Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship.  
Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity).

## Instructional Activities

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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 Activities (Mile run, Presidential testing, Pacer Test, and etc.)  
Stations (chin-ups, sit-ups, pushups, and etc.)(Skill V. Health)  
Jump Rope Skills  
Dance (Group, Line, and etc.)

## Interdisciplinary Connections

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ELA: research paper on how individual activities can benefit lifestyle and overall health.

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## **Assessment**

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Fill In Your Thoughts: Written check for understanding strategy where students fill the blank. (Another term for rate of change is \_\_\_\_ or \_\_\_\_.)

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 (skills-based question cards)

### **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

### **Texts and Resources**

Pecentral.org                      Peuniverse.com  
Sparkepe.org                      Pegames.org  
Pe4life.org  
Education.com  
Aapherd.org  
Cdc.gov  
Pelinks4u.org  
Pesoftware.com  
Thephysicaleducator.com  
Mrgym.com  
Shapeamerica.org  
Teachpe.com

# Unit #5, Physical Education, Team Activities, Gr. 6

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

## Enduring Understanding

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Team activities provide students important lessons on personal values.

## Essential Questions

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How will learning the essential sport skills enhance play for all students?

What strategies can be utilized during game play to improve team success?

How will practicing appropriate and safe behaviors enhance participation and safety for all?

## New Jersey Student Learning Standards

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HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

## Student Learning Objectives

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Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.).

Compare and contrast strategies that are used to improve individual effectiveness during team games and activities.

Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games.

Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports.

## Instructional Activities

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Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Trust Fall, Magic Carpet and etc.)

Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)

Tournaments- Round Robin, Single Elimination, Double Elimination, and Ladder

Team Building Activities- Partner Up, Get to know Activities; Create a poster for your teammates, etc.

Group Discussion- Rules and Safety

## Interdisciplinary Connections

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Math: create a new way to keep score using the equations they are currently learning in mathematics class.

## Assessment

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Numbered Heads Together: Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.

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Gallery Walk: After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams.

Graffiti: Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.

**Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

**Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

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**Texts and Resources**

Pecentral.org  
Sparkepe.org  
Pe4life.org  
Education.com  
Aapherd.org  
Cdc.gov  
Pelinks4u.org  
Pesoftware.com  
Thephysicaleducator.com  
Mrgym.com  
Shapeamerica.org  
Teachpe.com  
Peuniverse.com  
Pegames.org