



# Physical Education Curriculum Guide - Second Grade

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

## **MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:**

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21<sup>st</sup> century world; □  
In ensuring that the district has a well-trained, highly qualified and competent staff; □ In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

**Physical Education Domains:**

- Motor Skill Development
- Movement Skills and Concepts
- Strategy
- Sportsmanship, Rules and Safety
- Fitness
- Physical Activity

**Practices:**

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

## PACING CHART

Unit	Time Frame
<b>Unit 1: Skills Development</b>  Traveling Chasing, Fleeing, Dodging Balancing Weight Transfer and Rolling Kicking and Punting Throwing and Catching Volley and Dribbling	40-45 days
<b>Unit 2: Fitness</b>  Body Awareness Lead Up Games Spatial Awareness Fitness Components Game Strategies	35-40 days
<b>Total</b>	<b>75-85 days</b>

### Educational Technology

**Indicators:** 8.1.2.A.4, 8.2.2.B.1

- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **(Unit 1)**
- Identify how technology impacts or improves life. **(Unit 2)**

### 21<sup>st</sup> Century Life and Careers Skills

**Indicators:** 9.1.4.A.1, 9.2.4.A.2

- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. **(Unit 1)**
- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 2)**

### Career Ready Practices

**Indicators:** CRP3, CRP4, CRP6

- Attend to personal health and well-being. **(Unit 1, Unit 2)**
- Communicate clearly and effectively and with reason. **(Unit 1, Unit 2)**
- Demonstrate creativity and innovation. **(Unit 1)**

<b>Grade:</b> 2	<b>Content:</b> Physical Education	<b>Unit 1:</b> Skills Development
<b>Topics:</b> Traveling, Chasing, Fleeing, Dodging, Jumping, Leaping, Landing, Balancing, Weight Transfer, Rolling, Kicking, Punting, Throwing, Catching, Volleying, and Dribbling		<b>Time Frame:</b> 40-45 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e. skills practice) and applied settings (i.e. games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.3 Determine how attitude impacts physical performance.</p> <p>2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Why do we learn different movements?</li> <li><input type="checkbox"/> How does exercise keep you healthy?</li> <li><input type="checkbox"/> What is open space?</li> <li><input type="checkbox"/> What is personal space?</li> <li><input type="checkbox"/> How do you keep personal space?</li> <li><input type="checkbox"/> How does jumping, leaping and landing affect your health?</li> <li><input type="checkbox"/> Why is it important to learn how to take off and land properly?</li> <li><input type="checkbox"/> When do you use balance in your life?</li> <li><input type="checkbox"/> What part of your foot do you use to strike the ball?</li> <li><input type="checkbox"/> Where do you put your plant foot while kicking the ball?</li> <li><input type="checkbox"/> What should you focus on while kicking?</li> <li><input type="checkbox"/> What is the best way to catch and throw?</li> <li><input type="checkbox"/> What foot should you step with when throwing?</li> <li><input type="checkbox"/> How do you dribble/volley a ball?</li> <li><input type="checkbox"/> Which equipment is used for dribbling activities?</li> <li><input type="checkbox"/> Which equipment is used for volleying activities?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li><input type="checkbox"/> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. Cooperative strategies are necessary for all players to be successful in game situations.</li> </ul>

## Skills

**Students will be able to:**

- Develop, identify, apply and improve locomotive and traveling skills such as: climbing walking, running, hopping, jumping, skipping, sliding, leaping, and galloping.
- Develop and apply the coordination to participate in various activities.
- Develop and apply the motor skills necessary to: jump (jump rope), leap (hurdles), weight transfer, balance, and make directional changes.
- Develop and apply the skills necessary for kicking: partner or wall passing, target striking for distance and accuracy, and trapping.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Develop and apply the skills necessary for throwing and catching, for example: self-pass, overhand throw, underhand throw, one handed throw, two handed pass, and an overhand catch.
- Develop and apply the skills necessary to volley and dribble: bounce, catch, dribble, volley (overhand and underhand).

Vocabulary	Resources	Assessment/Project
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Climb</p> <p>Run</p> <p>Jump</p> <p>Slide</p> <p>Gallop</p> <p>Chase</p> <p>Catch</p> <p>Boundary</p> <p>Strategy</p> <p>Agility</p> <p>Coordination</p> <p>Passing</p> <p>Team Work</p> <p>Point</p> </div> <div style="width: 45%;"> <p>Walk</p> <p>Hop</p> <p>Skip</p> <p>Leap</p> <p>Freeze</p> <p>Dodge</p> <p>Fake</p> <p>Ready Position</p> <p>Balance</p> <p>Landing</p> <p>Direction</p> <p>Shooting</p> <p>Goal</p> <p>Trap</p> </div> </div>	<p>PE Central <a href="http://www.pecentral.com">www.pecentral.com</a> AAPHERD</p> <p><input type="checkbox"/> <a href="http://www.aapherd.com/">http://www.aapherd.com/</a> SHAPE America</p> <p><input type="checkbox"/> <a href="http://www.shapeamerica.com">http://www.shapeamerica.com</a></p> <p><input type="checkbox"/></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations (Pair-Share, Q and A)</li> <li>● Visual skills checklist</li> <li>● Teacher rubric</li> <li>● Open Ended Questions</li> <li>● Lesson Check</li> <li>● Classroom Discussion</li> </ul> <p><b>Summative Assessments:</b> <input type="checkbox"/></p> <p style="padding-left: 20px;">Written</p> <p style="padding-left: 20px;">Test</p> <ul style="list-style-type: none"> <li>• Performance Test</li> <li>• Peer Assessment</li> </ul>

<p>Target</p> <p>Volley</p> <p>Overhand Throw</p> <p>One-Hand Throw</p> <p>Overhand Catch</p> <p>Dribble</p> <p>Self-Pass</p> <p>Underhand Throw</p> <p>Two-Hand Pass</p> <p>Underhand Catch</p> <p>Pass</p>		<p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>
<b>Differentiated Instruction</b>		<b>Interdisciplinary Connections</b>
<b>At Risk Students</b>	<b>Enrichment, Gifted and Talented</b>	<p><b>Music:</b></p> <p>Apply tempo, beat, and rhythm to various motor skill activities to show how they can support coordination and balance. (1.3.2.B.1)</p> <p><b>Dance:</b></p> <p>Focus on maintaining personal space when performing movement activities. (1.3.2.A.3)</p>
<ul style="list-style-type: none"> <li>• Reteach/peer teaching activities</li> <li>• Repeat, clarify, or reword directions</li> <li>• Restricted warm-up activities</li> <li>• Fewer skills spread out over a longer period of time</li> <li>• Lead-up games only</li> <li>• Modifications in equipment or playing area</li> <li>• Addition of special game rules for medical or other limitations</li> <li>• Assign students a Bilingual or English-speaking buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Independent student options</li> <li>• Cross-curricular activities</li> <li>• Present/Discuss sports current events</li> <li>• Teach and demonstrate skills to other students</li> </ul>	



Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <li>□ Use a whistle to demonstrate start and stop times.</li> <li>□ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Teach basic survival English, such as “bathroom”, “lunch”, “home”.</li> <li>□ Help the student to learn the classroom and school routines.</li> <li>□ Use visuals such as pictures, gestures, and pointing.</li> <li>□ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Demonstrate/model the activity for the students.</li> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>□ Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Develop non-verbal cues, such as holding up a hand to say “stop.”</li> <li>□ Ask literal questions-who, when, where, what.</li> <li>• □ □ Ask questions with 1-3 word answers. Ask questions with an either/or option.</li> <li>• □ Ask students to list, name, tell, which, categorize, draw, label, or create. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> </ul>

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <li><input type="checkbox"/> Mark/Label positions on playing space using pictures or symbols.</li> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Check for understanding by asking students to tell you what something means.</li> <li><input type="checkbox"/> Students can paraphrase the assignment to you.</li> <li><input type="checkbox"/> Ask student to tell about, describe, explain.</li> <li><input type="checkbox"/> Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with.</li> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li><input type="checkbox"/> Check for understanding of academic vocabulary.</li> <li><input type="checkbox"/> Give the student a list of target words for</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with peers and use academic vocabulary while executing a movement skill.</li> <li><input type="checkbox"/> Ask student to tell about, describe, or explain.</li> <li><input type="checkbox"/> Ask student to explain similarities and differences.</li> <li><input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary.</li> <li><input type="checkbox"/></li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li><input type="checkbox"/> Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> each unit of study. Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students should have a list of target words for each unit of study.</li> <li><input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use well defined boundaries and reduce the playing area.</li> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Communication system between home and school</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease the distance and provide oral prompts to skill directions.</li> <li>• Adjust length of assignment</li> <li>• Communication system between home and school</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grade:</b> 2	<b>Content:</b> Physical Education	<b>Unit 2:</b> Fitness
<b>Domain:</b> Body Awareness, Lead Up Games, Spatial Awareness, Fitness Components, Game Strategies		<b>Time Frame:</b> 35-40 days
<b>New Jersey Student Learning Standards:</b>  2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style. 2.5.2.A.4 Correct movement errors in response to feedback. 2.5.2.B.2 Explain the difference between offense and defense. 2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals. 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship. 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.		
Essential Questions		Enduring Understandings
<input type="checkbox"/> How does body awareness affect exercise? <input type="checkbox"/> Why do you need to be aware of how your body moves? <input type="checkbox"/> What is strategy? <input type="checkbox"/> Which fitness activities do you like? <input type="checkbox"/> How much exercise should we get each day? <input type="checkbox"/> How does exercise keep you healthy? <input type="checkbox"/> What does it mean to be physically fit? <input type="checkbox"/> How does effective and appropriate movement affect your health? <input type="checkbox"/> Why must I know the rules of the game? <input type="checkbox"/> What is sportsmanship? <input type="checkbox"/> What made you a good teammate during the activity? <input type="checkbox"/> Why is it important to incorporate all participants into the activity?		<input type="checkbox"/> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. <input type="checkbox"/> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. <input type="checkbox"/> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. <input type="checkbox"/> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. <input type="checkbox"/> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. <input type="checkbox"/> When you feel comfortable and confident when performing motor skills, you are more likely to participate in health-enhancing forms of physical activity throughout life.

**Skills**

**Students will be able to:**

- Develop and Apply the skills necessary to complete the following activities: log roll, forward roll, tumbling
- Develop and apply the skills necessary to demonstrate good technique when participating in games: offensive strategy, defensive strategy, cooperative strategy, player positioning, faking, dodging, defending space, personal/team strategies, varying speeds/pathways, transition
- Develop and apply the skills necessary to demonstrate physical fitness: cardiovascular endurance, muscular endurance, muscular strength, balance, wellness, cultural influences, flexibility, speed, fitness goals
- Develop and apply the skills necessary to demonstrate spatial awareness: relationships to objects, people, self, general space, direction, levels  Develop and apply the skills necessary to play a game with other students: tag, cooperative challenges, competitions  Follow the rules and etiquette of a game
- Demonstrate sportsmanship
- Working together toward a common goal

Vocabulary		Resources	Assessment/Project
Log Roll Tumbling Offense Player Position Dodge Warm Up Strength Balance Core General Space	Forward Roll Strategy Defense Fake Stretch Fitness Endurance Speed Personal Space Boundaries	PE Central <a href="http://www.pecentral.com">www.pecentral.com</a> <input type="checkbox"/> AAPHERD <a href="http://www.aapherd.com/">http://www.aapherd.com/</a> SHAPE <input type="checkbox"/> America <input type="checkbox"/> <a href="http://www.shapeamerica.com">http://www.shapeamerica.com</a>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations (Pair-Share, Q and A)</li> <li>● Visual skills checklist</li> <li>● Teacher rubric</li> <li>● Open Ended Questions</li> <li>● Lesson Check</li> <li>● Classroom Discussion</li> </ul> <p><b>Summative Assessments:</b> <input type="checkbox"/></p> <p align="center">Written Test</p> <p><input type="checkbox"/> Performance Test</p>

<p>Teammate      Sportsmanship  Rules            Score  Cooperative    Competitive  Game            Game  Left              Right  Backward       Forward</p>		<ul style="list-style-type: none"> <li>Peer Assessment</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>For 504 students refer to accommodations indicated in 504 plan.</li> <li>ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>
<b>Differentiated Instruction</b>		<b>Interdisciplinary Connections</b>
<b>At Risk Students</b>	<b>Enrichment, Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>Reteach/peer teaching activities</li> <li>Repeat, clarify, or reword directions</li> <li>Fewer skills spread out over a longer period of time</li> <li>Lead-up games only</li> <li>Restricted warm up activities</li> <li>Modifications in group size during</li> <li>Modifications in equipment or playing area</li> <li>Addition of special game rules for medical or other limitations</li> <li>Assign students a Bilingual or English-speaking buddy</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment activities</li> <li>Independent student options</li> <li>Cross-curricular activities</li> <li>Present/Discuss sports current events</li> <li>Teach and demonstrate skills to other students</li> <li>Cross-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Predict and object relative speed, path, or how far it will travel using various forces and surfaces. (K-2-ETS1-3)</li> </ul>

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <li>☐ Use visuals to support students with activities.</li> <li>☐ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. Help the student to learn the classroom and school routines. Use visuals such as pictures, gestures, and pointing.</li> <li>☐ Create “I need” cards for student to hold up when he or she needs something.</li> <li>☐ Use a student buddy, if possible someone with the same language</li> </ul>	<ul style="list-style-type: none"> <li>☐ Present information using modeling and videos to demonstrate expected execution of skills.</li> <li>☐ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>☐ Label objects around the room and around the school in English and other languages.</li> <li>☐ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Utilize a total physical response approach to demonstrate skills.</li> <li>• ☐ ☐ ☐ Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers.</li> <li>• ☐ Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> </ul>

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <li>□ Have students use songs and games that require following along with a model to facilitate language. Ask how and why questions. Check for understanding by asking students to tell you what something means. Students can paraphrase the assignment to you.</li> <li>□ Ask student to tell about, describe,</li> <li>□</li> </ul>	<ul style="list-style-type: none"> <li>□ Use picture cards with labels to explain fitness moves (i.e. high kneeling, etc.).</li> <li>□ Ask how and why questions.</li> <li>□ Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>□ Check for understanding of academic vocabulary.</li> <li>□ Give the student a list of target words for each unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask students to explain their fitness goal using vocabulary that was previously taught.</li> <li>□ □ Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. As student to tell “Why do you think....?” or “What would you recommend?”</li> <li>□ Make modifications to assignments and tests as necessary.</li> <li>□ Students should have a list of target words for</li> </ul>
<p>explain. Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. Provide sentence frames showing use of transition words.</p> <ul style="list-style-type: none"> <li>□</li> <li>□</li> <li>□</li> </ul>	<ul style="list-style-type: none"> <li>□ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>□ each unit of study. Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>



Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li>• Slow the pace of the activity or lengthen the time needed to complete a fitness activity.</li> <li>• Extra time for assigned tasks</li> <li>• Communication system between home and school</li> <li>• Provide a warning for transitions</li> <li>• Buddy students with peers</li> <li>• Provide immediate feedback</li> <li>• Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Give continuous verbal and/or visual cues when executing fitness activities.</li> <li>• Adjust length of assignment</li> <li>• Communication system between home and school</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>