

Hanover Township Public Schools

Physical Education Curriculum

Grades 6-8

New Jersey Student Standards

Hanover Township Public Schools

Physical Education Curriculum

Grades: 6-8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (CCSS)/(NJSL)</i> | <i>Assessment (How the student will demonstrate knowledge)</i> | <i>Suggested Length of Study and Dates</i> |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------|
| Motor Skill Development (Volleyball) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment Peer observation | 4 weeks Feb.-Mar. |
| Motor Skill Development (Badminton) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment Peer observation | 4 weeks April |

Hanover Township Public Schools

Physical Education Curriculum

Grades: 6-8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (CCSS)/(NJSL)</i> | <i>Assessment (How the student will demonstrate knowledge)</i> | <i>Suggested Length of Study and Dates</i> |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------|
| Motor Skill Development (Basketball) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment | 2 weeks Dec. |
| Motor Skill Development (Floor Hockey) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment | 4 weeks Jan.-Feb. |

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Grades 6-8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (CCSS)/(NJSL)</i> | <i>Assessment (How the student will demonstrate knowledge)</i> | <i>Suggested Length of Study and Dates</i> |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------|
| Fitness | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment | September-June |
| Motor Skill Development (Games/Strategy) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment | September-June |

Hanover Township Public Schools

Physical Education

Grade 6-8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (CCSS)/(NJSL)</i> | <i>Assessment (How the student will demonstrate knowledge)</i> | <i>Suggested Length of Study and Dates</i> |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------|
| Motor Skill Development (Soccer/Team Handball) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment Peer Observation | 3 weeks October-November |
| Motor Skill Development (Football) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment Peer Observation | 4 Weeks October-November |

Hanover Township Public Schools

Physical Education Curriculum

Grades: 6-8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (CCSS)/(NJSL)</i> | <i>Assessment (How the student will demonstrate knowledge)</i> | <i>Suggested Length of Study and Dates</i> |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
| Motor Skill Development (Softball) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment Peer Review | 2 weeks May-June |
| Motor Skill Development/Fitness and Physical Activity (Cooperative Games) | 2.5.8.A.4, 2.5.8.B.2, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.B.1, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3 | Teacher Observation Student self-assessment Small group collaboration | June |

Stage 1 Desired Results

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| <p>ESTABLISHED GOALS</p> <p>Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.). 6</p> <p>Analyze individual play, defined by role responsibility, in team activities and games. 7</p> <p>Analyze and explain the effectiveness of specific defensive strategies implemented against various offensive tactics. 8</p> <p>Compare and contrast strategies that are used to improve individual effectiveness during team games and activities. 6</p> <p>Identify and evaluate specific mental strategies</p> | Transfer | |
| | <p>Students will take part in team activities to learn the strategy of the sports both offensive and defensive. How to demonstrate good sportsmanship. The evolution of various types of equipment and the impact of safety.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p>Students need to learn how to work with each other and become valuable teammates. Students need to understand the importance of playing good defense and executing properly offensively. During team games it is important to demonstrate to your opponent as well as your own teammate good sportsmanship. While playing each sport the proper use of equipment and safety procedures must be followed.</p> | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to follow safety procedures? ● Why are there rules for the sports? ● How has the equipment changed over time? ● Why is it important to utilize strategies in a game? |
| Acquisition | | |
| <p><i>Students will know...</i></p> <p style="text-align: center;"><i>Participate in team sports</i></p> <ul style="list-style-type: none"> ● <i>Learn how to be a productive teammate</i> ● <i>Implement proper safety procedures</i> ● <i>Use equipment effectively</i> | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Proper safety in sports ● Rules for each sport ● Why equipment has changed ● Offensive and defensive strategies for each sport. | |

that could be applied in team games or activities to improve overall performance. 7

Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games. 8

Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games. 6

Identify and conduct a self and peer / team sportsmanship assessment of appropriate sportsmanship behaviors of participants and observers. 8

Develop and implement the strategies based on the team sportsmanship assessment to improve the

overall class sportsmanship and safety behaviors. 8

Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports. 6

Demonstrate strategies that will work to improve the effectiveness and safety of all participants during team activities and sports. 7

Analyze how various types of equipment and products, and changes to rules and procedures, have had an impact on the evolution of safety in specific team activities and sports. 8

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

Transfer Task
Students will strategize, cooperate, and use movement skills to gain hands on experience in all team sports activities.

Students will effectively demonstrate key components of teamwork and sportsmanship in and outside of the classroom. Students will be able to apply the knowledge of what they have learned to skillfully and safely play

PERFORMANCE TASK(S):
Students will demonstrate these skills through various skill drills and small sided games.

Stage 3 – Learning Plan

*Participation in the following activities:
Soccer Football Volleyball
Basketball Physical Fitness Assessments
Team Handball Softball*

Stage 1 Desired Results

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| <p>ESTABLISHED GOALS</p> <p>Identify individual tactical strategies that will impact the quality of performance in individual and dual activities. 6</p> <p>Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies. 7</p> <p>Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities. 8</p> <p>Identify and demonstrate the use of various shots / skills used during practice / game play. 6</p> <p>Provide fair and honest skill specific feedback to a partner which will be</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>Students will take part in individual activities and games. This includes badminton, soccer, floor hockey, basketball, exercise routines, and the fitness test. They will learn about developing their individual skills and how to practice good sportsmanship within the games. Students will also learn about nutrition and how it relates to sports.</p> | |
| Meaning | | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>This unit is to help students improve their individual skills in a variety of activities/sports. This will help students improve their overall self confidence. Showing good sportsmanship is an important aspect of any game because it teaches students proper behavior. Proper Nutrition helps the student maintain wellness while participating</p> | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is good sportsmanship important when playing a game? ● What are some strategies you would use to succeed in the game? ● Why are some foods better than others before, during and after a game? |
| Acquisition | | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Proper etiquette in sports ● Nutrition in sports ● Strategies to use when playing individual sports. | <p><i>Students will be skilled at...</i></p> <p>Evaluation for improvement, creating a positive attitude, setting goals</p> |

integrated into game play.
(tennis, pickle ball, badminton)
7

Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play. 8

Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. 6

Compare and contrast the different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities. 7

Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities. 8

Identify how certain individual

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| <p>or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity)</p> <p>6</p> <p>Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in individual / dual activities. 8</p> | | |
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Stage 2 - Evidence

| Evaluative Criteria | Assessment Evidence | |
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| <p>Transfer Task</p> <p>Students will strategize, cooperate, and use movement skills to gain hands on experience in all team sports activities.</p> <p>Students will effectively demonstrate key components of teamwork and sportsmanship in</p> | <p>PERFORMANCE TASK(S):</p> <p style="padding-left: 40px;">Students will demonstrate these skills through various skill drills and small sided games.</p> | |

and outside of the classroom. Students will be able to apply the knowledge of what they have learned to skillfully and safely play

Stage 3 – Learning Plan

Participation in the following activities:

Badminton Pickleball Floor Hockey

Basketball Fitness Test Ultimate Frisbee Rock Paper Scissors Tag

Mission Impossible Plank Tag Spot Fitness Great Alaskan Shoot out

Card Basketball You make it you take it Vegas Basketball

Stage 1 Desired Results

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| <p>ESTABLISHED GOALS</p> <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</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> <p>2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</p> <p>2.6.2.A.4 Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4.A.2 Participate in moderate to</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to: Improve their fitness level through out the year and create a fitness plan that allows for life-long learning.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● <i>Strength is needed to be able to perform certain activities as well as daily tasks</i> ● <i>Exercise helps to build confidence, improves lung and heart health, makes you feel better mentally and boosts the immune system.</i> ● <i>There are a variety of ways to get exercise to increase overall health.</i> ● <i>Each specific exercise targets different muscle groups and has a different purpose.</i> ● <i>Getting or staying fit is a lifelong process that takes effort and commitment.</i> ● <i>Fitness is important in maintaining a long healthy lifestyle</i> | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can I improve my overall fitness? ● Why is exercising so important? ● How can exercise help me mentally and physically? ● Why is it important to perform a variety of exercises? ● Why is it important to monitor progress and set goals? ● How can the FitnessGram Fitness provide a good self-assessment? ● Other than self- assessment, why is FitnessGram Fitness important? |
| Acquisition | | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>How to safely and correctly perform a push-up (regular and modified), a sit-up, a pull-up or flexed arm hang motion, a shuttle run, and broad jump.</i> ● <i>How to develop and maintain fitness levels including cardiovascular endurance, muscular endurance, and flexibility.</i> | <p><i>Students will be skilled at...</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate mechanically correct form when performing strength and conditioning movements. ● Perform both upper and lower body exercises of varying intensity. | |

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| <p>vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p> | <ul style="list-style-type: none"> • <i>How to perform a variety of exercises through various activities (activity bingo, fitness tag, fitness stations, etc.)</i> | <ul style="list-style-type: none"> • Monitor their own progress and set fitness goals |
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Stage 2 - Evidence

| Evaluative Criteria | Assessment Evidence |
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| <p>Students will complete a series of fitness movements to improve muscular and cardiovascular strength and endurance.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will better understand movements that initiate a progression toward a healthy lifestyle.</p> <p>Students will better understand how to support, lift, and control body weight in a variety of activities</p> <p>Students will regularly participate in physical activity for the purpose of improving skillful performance and physical fitness</p> |

Stage 3 – Learning Plan

Students will participate each day in Stretching and fitness related activities. The focus of these activities will be to raise their heart rate and keep their bodies moving Dynamic warm-up Fitness challenges Fitness Testing Fitness Activities Development of cardiovascular plan Race to Hollywood

Stage 1 Desired Results

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| <p>ESTABLISHED GOALS</p> <p>Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities. 6</p> <p>Compare and contrast different types of verbal and nonverbal communication that are appropriate when responding to conflict and peer negotiation in cooperative activities 7</p> <p>Compare and contrast the benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports. 8</p> <p>Describe and implement cooperative strategies in a variety of activities and sports. 6</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>Students will take part in various cooperative learning activities.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Students take part in cooperative games to increase participant's sense of personal confidence. To increase mutual support with a group. To develop an increased level of agility and physical coordination. To develop an increases joy in one's physical self and in being with others.</p> | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is good sportsmanship important when playing a game? ● What are some strategies you would use to succeed in the game? ● Why are some foods better than others before, during and after a game? |
| | Acquisition | |
| <p><i>Students will know...</i></p> <p>The importance of sportsmanship during game play</p> <p>Different strategies that can help their teams succeed in playing.</p> <ul style="list-style-type: none"> ● <i>Improve collaborative group skills</i> ● <i>Improve self esteem</i> ● <i>Make students accountable</i> ● <i>Improve communication skills</i> ● <i>Participate equally</i> | <p><i>Students will be skilled at...</i></p> <p>critical thinking, problem solving, working with others</p> <ul style="list-style-type: none"> ● How to work with others ● Why critical thinking is important ● The importance of a good leader ● Why equal participation is important to the groups success | |

Compare and contrast the effectiveness of cooperative strategies in a variety of settings (game, sport, dance). 7

Analyze and assess personal behavior including communication, respect of others' ideas, decision making, and attention to safety during cooperative activities. 8

Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities. 6

Evaluate feedback received from self- evaluation and external sources to improve motor performance during cooperative activities. 7

Analyze individual and team effectiveness strategies in

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| <p>achieving a goal and assess performance utilizing critical thinking skills and make recommendations for improvement.</p> <p>8</p> | | |
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Stage 2 - Evidence

| Evaluative Criteria | Assessment Evidence | |
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| <p>Transfer Task Students will strategize, cooperate, and use movement skills to gain hands on experience in all team sports activities.</p> <p>Students will effectively demonstrate key components of teamwork and sportsmanship in and outside of the classroom. Students will be able to apply the knowledge of what they have learned to skillfully and safely play.</p> | <p>PERFORMANCE TASK(S): Students will demonstrate these skills through various skill drills and small sided games.</p> | |
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Stage 3 – Learning Plan

Participation in the following activities:

Hula Hut take down

Capture the flag 4 Square

4 Square knock down Mat Ball California Kickball

Football Frenzy Rally ball 4 way alley kickball

Football 21 Hot shots Ultimate football

Cornhole KanJam Blongo Ball Spike Ball Wall Ball

Comprehensive Health and Physical Education – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Break tasks into smaller chunks ● Use multi-sensory teaching approaches, textured balls, beeper balls, etc. and other props provide helpful visual, auditory, and tactile reinforcement of ideas ● Provide concrete examples and relate all new movements to previously learned moves ● Solidify and refine concepts through repetition ● Alter movement requirements ● Focus on students attempts rather than precise form ● Inclusion of mobility equipment (wheelchairs, gait trainers, walkers etc.) ● Vary Field of Play | <ul style="list-style-type: none"> ● Label Classroom materials ● Relate to sports in students' home country ● Speak and display terminology and movement - Total Physical Response ● Peer Model ● Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc. ● Utilize "Can Do" Descriptors https://wida.wisc.edu/teach/can-do/descriptors | <ul style="list-style-type: none"> ● Determine students interests ● Provide positive role models ● Establish behavior contract ● Implement home/school system ● Utilize weekly home-school communication tools ● Direct instruction; reinforcement techniques, including social praise, material reinforcers, and tokens ● Student choice | <ul style="list-style-type: none"> ● Encourage exposure to, selection, and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Allow for the development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge. ● Student led lessons and tournament directors | <ul style="list-style-type: none"> ● Use simple and concise instructions ● Establish a cue between teacher and student to redirect attention. ● Support student use of organizational/ time management strategies. ● Use visual graphs and charts to accompany oral presentation). ● Provide a graphic organizer for writing assignments. ● Provide student access to teacher's note ● ● ● Special Education students: ● <u>Motivation:</u> |

Appendix A

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| <p>- use shorter distances, set up safety zones for those with mobility difficulties, make field narrower and wider</p> | | | | <p>Students are motivated when they have suitable challenges within their comfort zones and development levels. Find out what they do best, and give them a way to shine! Maybe they are great at oral presentations- let them show you what they know in a way they feel confident.</p> <ul style="list-style-type: none">•• <u>Repetitive:</u> For |
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Appendix A

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| | | | | <p>reinforcement, provide ample time to discover, practice, and use meaningful mnemonic devices, such as songs with specified grammatical sentence structures or special rhythms; reinforce concepts by using acronyms (for example, USA = United States of America), drawings, and gestures.</p> <ul style="list-style-type: none">•• ELL: |
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Appendix A

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| | | | | <ul style="list-style-type: none">• <u>Advance notes:</u> Prepare and distribute advance notes. This gives ELLs the opportunity to preview what will be taught and, in turn, aids in comprehension of the material.•• <u>Draw parallels:</u> Wherever possible draw parallels between students native and second language. Encourage students to recognize |
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Appendix A

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| | | | | <p>patterns that can predict the meaning and structure of the second language.</p> <ul style="list-style-type: none">•• At risk students:• <u>Choices:</u> Build opportunities for student choices.•• <u>Relationship:</u> Try to discover the interests of the child and build a relationship with him/her by talking about those interests |
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