

Newark Board of Education

School Closure Packet

**Health & Physical Education and
Fine and Performing Arts for Grade 7**



Roger León
Superintendent

2020 School Year

NAME: _____

TEACHER: _____

GRADE _7_ SCHOOL CLOSURE PACKET

DIRECTIONS

Complete each activity in the School Closure Packet. Be sure to read all texts and complete activities thoughtfully and thoroughly.

Students are to return the completed packet to their teachers when school reopens.

Parents, you are encouraged to assist in the following ways:

- Make a plan to complete the activities.
- Provide a time and quiet space for your child to work on these assignments.
- Help your child to complete the activities if he or she needs support.
- Review and discuss your child's responses. (Strongly urged at grades Kdg - 4)
- Provide positive feedback and praise for sincere effort and independence.
- Encourage daily reading of 30 minutes of a self-selected book.
- Read to your child, listen to him/her read, or share the reading. (Strongly urged at grades Kdg - 4)
- Ensure that the completed packet is returned to school when school reopens!

Thank you for helping your child to be successful!

Newark Board of Education	Grade 7th	Health & Physical Education
Day 1 <u>Basketball Nation:</u> Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts. REFLECTION 1: IT STARTS WITH YOU IF NOT YOU, WHO?: Complete self-awareness questions. Wellness Walk Student Log DEAM Calendar: DROP EVERYTHING AND MOVE		
Day 2 <u>Basketball Nation:</u> Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts. REFLECTION 2: IT STARTS WITH YOU IF NOT YOU, WHO?: Complete self-management questions. Wellness Walk Student Log DEAM Calendar: DROP EVERYTHING AND MOVE		
Day 3 <u>Basketball Nation:</u> Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts. REFLECTION 3: BUILD HABITS CHOOSE STRENGTH & PERSEVERE: Complete self-management questions. Wellness Walk Student Log DEAM Calendar: DROP EVERYTHING AND MOVE		
Day 4 <u>Basketball Nation:</u> Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts. REFLECTION 3: BUILD HABITS CHOOSE STRENGTH & PERSEVERE: Complete responsible decision-making questions. Wellness Walk Student Log DEAM Calendar: DROP EVERYTHING AND MOVE		

Day 5

Basketball Nation:

Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts.

REFLECTION 5: BUILD CHARACTER HOW CAN I HELP?

Complete self-awareness questions.

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 6

Basketball Nation:

Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts.

REFLECTION 6: BUILD CHARACTER HOW CAN I HELP?

Complete self-awareness questions.

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 7

Basketball Nation:

Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts.

REFLECTION 7: BUILD CULTURE EXPRESS GRATITUDE: Complete self-awareness questions.

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 8

Basketball Nation:

Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts.

REFLECTION 8: BUILD CULTURE EXPRESS GRATITUDE: Complete self-awareness questions.

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 9

Basketball Nation:

Student Journal for Social and Emotional Learning - On the pages of this journal, you will reflect on purposeful choices with a focus on your personal experiences, beliefs, and efforts.

REFLECTION 9: BUILD CULTURE EXPRESS GRATITUDE: Complete relationship skills questions.

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 10

Slam Ball-

It's time to play Slam Ball. Grab a friend or two. The object of the game is to successfully catch the ball after it bounces in the hoop or chalk circle. Score the most points and win the game. Try to keep track of how many throws and catches you make in a row, and challenge yourself each round to reach your personal best.

Equipment:

- 1hula hoop per 2 (or 4) players (or chalk circle on a sidewalk or driveway)
- 1 ball

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 11

Deck of Fitness-

Create an exercise chart using the list shown under the "Tips" section on the handout. (It's okay to modify your chart using different exercises.) Perform as many repetitions as you can of each exercise. Try your best to focus on using the correct form and exercising at a safe speed. When you draw a card, use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks. Try to complete the deck with a few of your friends.

Equipment:

- 1 deck of playing cards
- Music

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 12

Quick Cuts

Set up a speed-dribbling course using the cones or other objects like water bottles, cans or boxes if you don't have access to cones. Designate a starting cone, and then place 8-10 cones in a row after it, about 3–5 feet away from each other. The cones must have enough room for you to dribble in between them. Place a goal at the end of the dribbling course. Start dribbling the course by cutting in and out of cones and controlling the ball with your feet. If you miss a cone, you must go back and complete it. When you reach the end of the course, shoot until you score in the goal. This is a timed activity. Try to beat your personal time each time or play with a friend for a competitive dribbling race.

Equipment:

- Soccer ball
- Cones (bottles, boxes, cans or other objects can be used in place of cones)
- Stopwatch

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 13

Planking Slam Ball

Demonstrate and hold the correct plank position during a game of Planking Slam Ball.

Identify the major muscles used for holding plank position and discuss the connection between core strength and overall physical health with a friend or family member. .

Equipment:

- 1 large spot marker
- 1 tennis-sized ball

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 14

Fitness Uno

Today's friendly competition is Fitness Uno. We will be developing our personal fitness with friends and family. This game is played in 2 phases.

During Phase 1, your team will run in relay-race format (1 player at a time) to the hoop to grab 1 UNO card per visit. Do not look at the card when you pick it up. When you return, give your teammate a high-5, and then she/he will run to the hoop. Place the cards face-down in a pile. When your team has 10 cards, it's time for Phase 2.

During this phase, your team will work to return all of your cards to the hoop. To do that, flip over 1 UNO card at a time and use the UNO Fitness Chart to determine which exercise to perform. The number on the card determines the number of exercise repetitions you'll complete. Everyone on your team must complete the exercises together.

Once you've finished an exercise set, 1 player will return the card to the hoop. Repeat until all cards are back in the hoop.

Equipment:

- 1 deck of UNO Cards

- 1 hula hoop
- 1 cone or spot marker per team
- 1 UNO Fitness Chart

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Day 15

Soccer Croquet

Demonstrate ball control and accuracy while working cooperatively with your friends.

It's time to play Soccer Croquet! The object of the game is to see how many hits it takes you to pass the soccer ball through the wickets. Player 1 will begin at the starting point. Count how many passes it takes you to pass the ball through the 2 cones (the first wicket). Then, keep counting and see how many more passes it takes you to pass the ball under the player making a crab pose (the second wicket). Switch roles (someone else becomes the wicket) and play again. The player with the lowest score wins that round!

Equipment:

- 1 soccer ball
- 2 cones or markers

Wellness Walk Student Log

DEAM Calendar: DROP EVERYTHING AND MOVE

Teacher Notes: LET'S GET MOVING!!!

All students are required to walk everyday and to complete a DEAM Calendar activity with a family member or friend .

Refer to the SparkFit Fitness Lab document to access the Wellness Walking Log and the DEAM Calendar activity log to track your daily progress .

Establish a baseline for yourself and family members using the formulas provided.

Set goals for yourself and family members.

Be sure to incorporate the recommended stretching and conditioning exercises to avoid injuries.



**Student Journal for
Social and Emotional Learning**

Name: _____

Start Date: _____

OPENPhysEd.org

A PUBLIC SERVICE OF



The OPEN Basketball Nation is a group of people from around the world who have made the choice to use basketball as a way to enjoy physical activity with friends, build a habit of perseverance, seek ways to help others, and cultivate a culture of gratitude.

On the pages of this journal, you will reflect on these purposeful choices with a focus on your personal experiences, beliefs, and efforts.

Welcome to the OPEN Basketball Nation.

#OPENBasketballNation

REFLECTION 1: IT STARTS WITH YOU IF NOT YOU, WHO?

Key Academic Language Words...

Learning Environment /noun/ Any physical location where students gain knowledge or skill.

Self-Awareness Questions

1. How can you recognize a positive learning environment?

2. How would you describe the learning environment in physical education class?
(Remember to give examples.)

3. What are you doing to create a positive learning environment for you and your classmates?



Some people want it to happen, some wish it would happen, and others make it happen. – Michael Jordan

REFLECTION 2: IT STARTS WITH YOU IF NOT YOU, WHO?

Key Academic Language Words

Self-Management /noun/ Control over yourself that allows you to take responsibility for your own actions and well-being.

Self-Management Questions

1. In your own words, what does self-management mean?
2. What do you notice about how you respond when you see a classmate who needs help?
3. What do you notice about how you respond when you see a classmate who feels left out?
4. Could you change your response in a way that would continue to create a more positive learning environment for your classmate?
5. How is your response related to the way your peers respond? Can you give specific examples?



Nothing is given. Everything is earned. – LeBron James

REFLECTION 3: BUILD HABITS CHOOSE STRENGTH & PERSEVERE

Key Academic Language Words

Perseverance /noun/ Continued effort to do or achieve something despite difficulties, failure, or opposition.

Self-Management Questions

1. In your own words, what is perseverance?
2. How would you describe your ability to persevere?
3. What is emotional strength?
4. How is emotional strength related to perseverance?
5. How is your sense of well-being related to your ability to persevere through a challenge?



What do you do with a mistake? Recognize it, admit it, learn from it, forget it. – Dean Smith

REFLECTION 4: BUILD HABITS CHOOSE STRENGTH & PERSEVERE

Key Academic Language Words

Self-Improvement /noun/ The betterment of your own knowledge, status, or character.

Responsible Decision-Making Questions

1. In your own words, what is self-improvement?
2. What can you learn about basketball, or what basketball skills can you develop, that will lead to self-improvement?
3. Why do you think these things will help you as a person? Give examples.
4. How is your mindset related to your ability to embrace opportunities for self-improvement and learning?



Do your best, one shot at a time, and then move on. – Nancy Lopez

REFLECTION 5: BUILD CHARACTER HOW CAN I HELP?

Key Academic Language Words

Skill /noun/ An ability specific to a task.

Resource /noun/ A material item, person, group, collection of knowledge or special talent that can be used to achieve a goal or accomplish a task.

Self-Awareness Questions

1. In your own words, what is a skill? What is a resource?
2. How would you compare and/or contrast skills and resources?
3. What skills do I have that could help another person improve and/or overcome a challenge?
4. What resources do you have that could help?



Know what your core values are and always stick with them. – Lin Dunn

REFLECTION 6: BUILD CHARACTER HOW CAN I HELP?

Key Academic Language Words

Social Dynamics /noun/ Group relationships formed through individual and group-level interactions and formed through the behaviors and attitudes of all group members.

Social-Awareness Questions

1. In your own words, what are social dynamics?
2. How can your behavior improve the social dynamics of your school?
3. How is your willingness to help others related to the social dynamics of your school?



I seek to leave the world a little better than I found it. – James Naismith

REFLECTION 7: BUILD CULTURE EXPRESS GRATITUDE

Key Academic Language Words

Gratitude /noun/ The quality of being thankful; readiness to show appreciation for and to return kindness.

Self-Awareness Questions

1. In your own words, what does gratitude mean?
2. What would you include on a list of things you're grateful for?
3. How does expressing gratitude to others make you feel?



Great players are willing to give up their own personal achievement for the achievement of the group. It enhances everybody. – Kareem Abdul-Jabbar

REFLECTION 8: BUILD CULTURE EXPRESS GRATITUDE

Key Academic Language Words

Culture /noun/ The behaviors, customs, arts, and beliefs that are characteristic of a particular social, ethnic, or age group.

Social-Awareness Questions

1. In your own words, what does culture mean?
2. How would you describe the culture of your physical education class?
3. How does expressing gratitude to others make them feel?
4. How does expressing gratitude help to improve the culture of your class?



We communicate all the time, even when we don't realize it. Be aware of your body language. – Pat Summitt

REFLECTION 9: BUILD CULTURE EXPRESS GRATITUDE

Key Academic Language Words

Support /verb/ To give help, assistance, and encouragement to someone or something.

Relationship Skills Question

1. In your own words, what is support?
2. What would you include on a list of ways that you can express support others?
3. How can I apply what I know about self-awareness and social-awareness in order to help and support my classmates so they can grow and learn in positive ways?



ACTIVITY GOALS

- I will demonstrate fair play and cooperation with others.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 hoop per 2 (or 4) players (or chalk circle on a sidewalk or driveway)
- 1 ball per 2 players (A playground ball or a tennis ball will work. Really, any ball that bounces and can be caught safely.)

Set-Up:

- 2 players stand on opposite sides of a hoop, at least 1 step away.
- If sharing a hoop, 2 other players can stand perpendicular at the same hoop.
- 1 player starts holding the ball.

Activity Procedures:

- It's time to play Slam Ball. The object of the game is to successfully catch the ball after it bounces in the hoop or chalk circle.
- To start the game, the 1st player throws the ball into the hoop. The 2nd player attempts to catch it.
- Scoring:
 - Ball does not hit inside the hoop (point for receiving player)
 - Ball hits inside the hoop, but does not bounce at least 1 step away from hoop (point for receiving player)
 - Ball hits inside the hoop and bounces over the head of the receiver (point for receiving player)
 - Ball is not successfully caught by receiving player (point for serving player)
- If 4 players are sharing a hoop and the 2 balls collide, this is a "slam," and the 2 players who threw the balls switch opponents.

Tips:

- Start with a cooperative version of Slam Ball. How many throws and catches can you make in a row?
- Ready for competition? Get an edge by throwing the ball so that it bounces out of the hoop with different trajectories.

TEACHING TIPS

- Aim for Target
- Move to Ball
- Soft Hands to Catch



DECK OF FITNESS

ACTIVITY GOALS

- I will perform exercises with perfect form and at a safe speed.

TEACHING TIPS

- Use Proper Form
- Pace Your Movement
- Have Fun!

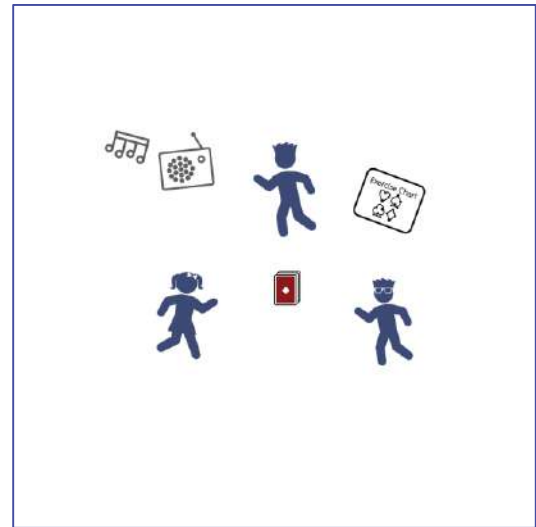
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 deck of cards
- Fun music and music player

Set-Up:

- Shuffle and place the deck of cards face down where everyone can reach it.
- Create an exercise chart using the list shown under the “Tips” section below. (It’s okay to modify your chart using different exercises.)



Activity Procedures:

- Today’s friendly competition is Deck of Fitness. The object of the game is to do as many repetitions as you can of each exercise.
- When you draw a card, you’ll use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.
- Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.
- In round 1, you and your friends will play together and select 1 card for everyone to perform. In round 2, you can compete: Everyone will choose their own card and complete their own repetitions/exercises.

Tips:

- Make sure you pace your activity safely. Don’t give up form for the sake of speed.
- Be sure you have enough activity space for safe movement.
- Follow this format, or create your own:
 - Hearts = Jumping Jacks
 - Clubs = Push-Ups
 - Diamonds = Invisible Jump Rope Jumps
 - Spades = Squats

EATING
HEALTHY
101

- Hydration Station:** Be sure to stay hydrated before, during, and after exercising. Water has zero calories and is the best way to stay hydrated!

QUICK CUTS

ACTIVITY GOALS

- I will give my best effort while dribbling through the obstacle course.

TEACHING TIPS

- Soft Touches Keep Control
- Use All of Your Foot
- Head Up on the Dribble

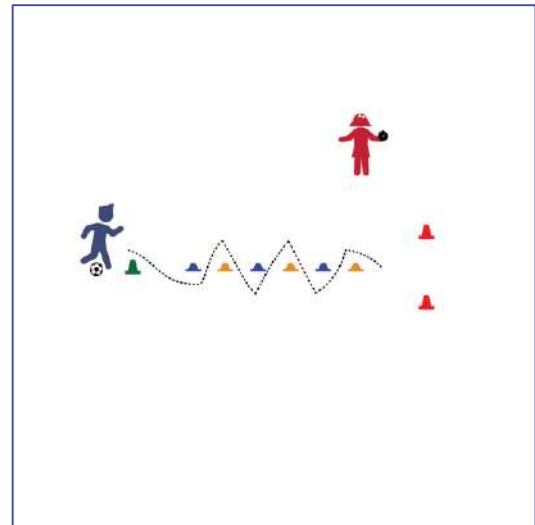
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 15 spot markers, cones, or pinnies
- 1 soccer ball
- 1 "goal"
- 1 stopwatch

Set-Up:

- Set up a speed-dribbling course using the cones: Designate a starting cone, and then place 14 cones in a row after it, about 3–5 feet away from each other. The cones must have enough room for a player to dribble in between them.
- Place a goal at the end of dribbling course.



Activity Procedures:

- Today's activity is called Quick Cuts. We are going to have fun practicing our foot dribbling and shooting skills.
- 1 person will begin at the starting cone with a soccer ball at their feet. On the signal, "Ready, Set Go!" the clock will start. Start dribbling the course by "cutting" in and out of cones and controlling the ball with your feet. If you miss a cone, you must go back and complete it.
- When you reach the end of the course, shoot and until you score in the goal. Once a goal is scored, the clock will stop.
- Try to beat your personal time or play with a friend for a competitive dribbling race.
- Got it down?? Make a new course and try again.

Tips:

- Use small touches to maintain control of the ball.
- Use inside, outside, and laces of feet. No toes.
- Use accuracy when shooting at the goal. It's almost like a pass into the net.
- Try to keep your head up when dribbling.

- Take Your Time:** Time is important! How we spend our time during our day is extremely important, especially when it comes to food. Give yourself time to eat breakfast, lunch, and dinner. In addition, make sure you take your time while you eat: **DON'T RUSH!** Did you know it takes our brains 20–30 minutes from the time we start eating to tell our stomachs we're full? Find time each day to sit down and eat a slow and healthy meal!

PLANKING SLAM BALL

STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify the major muscles used for holding plank position.
- **Fitness:** I will discuss the connection between core strength and overall physical health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and good sportsmanship.

TEACHING CUES

PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

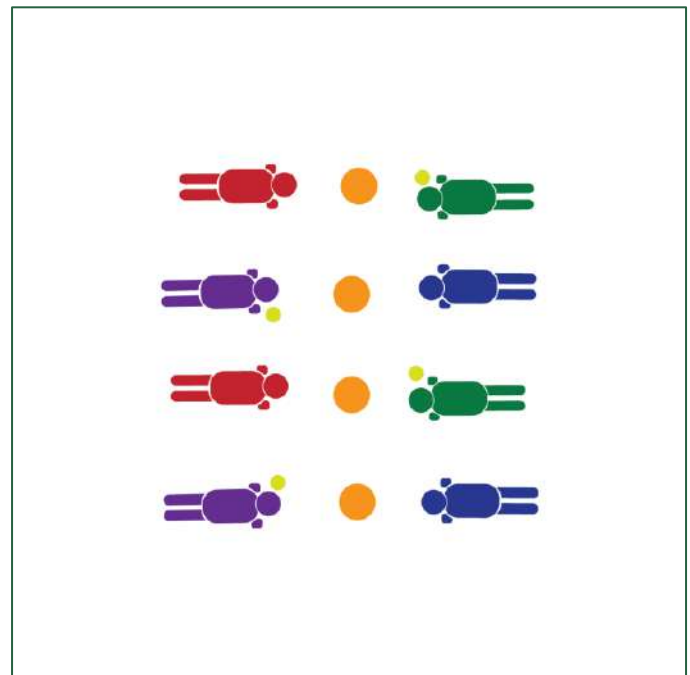
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 large spot marker per 2 players
- 1 tennis-sized ball (or Spikeball®) per 2 players

Set-Up:

1. Pair students.
2. Paired players face each other in plank position with a spot marker between them, approximately 2–3 feet from each player.
3. 1 player from each pair begins with the ball.



Activity Procedures:

1. Today we're going to work on upper body and core strength by playing Slam Ball in plank position. (See OPEN's [Elementary Instant Activities](#) for the traditional Slam Ball activity.)
2. The object of Slam Ball is to successfully throw and catch the ball using the spot marker as a target.
3. When I say, "GO!" the first player throws the ball at the spot marker. The second player attempts to catch it. This continues until the ball is not caught.
4. Scoring:
 - a. Ball does not hit inside the spot marker (point for receiving player)
 - b. Ball hits the spot marker, but is not within reach of the receiver (point for receiving player)
 - c. Ball hits the spot marker and bounces over the head of the receiver (point for receiving player)
 - d. Ball is catchable, but is not successfully caught by receiving player (point for serving player)

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Increase/decrease the size of the spot and/or the distance students are positioned from the spot.

PLANKING SLAM BALL

UNIVERSAL DESIGN ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
 - Level 1: Standard plank with hands and toes as points of contact.
 - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
 - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)

ACADEMIC LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF QUESTIONS

- **DOK 1:** Let's create a list of the muscles used for holding plank position.
- **DOK 2:** What did you notice about your performance as you continued to hold plank position?
- **DOK 3:** How can you adapt this activity to help improve other components of fitness?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks. Exploring the muscles engaged in planking games is a great way to provide immediate relevance to physical activity and exercise. Showing students the connection between games and activities and their own bodies can connect student learning and help inspire student interest in exercise science and biomechanics.

FITNESS UNO

ACTIVITY GOALS

- I will follow the rules and have fun with my friends and family.

TEACHING TIPS

- Use Proper Form
- Increase Your Heart Rate
- Play Fairly
- Have Fun

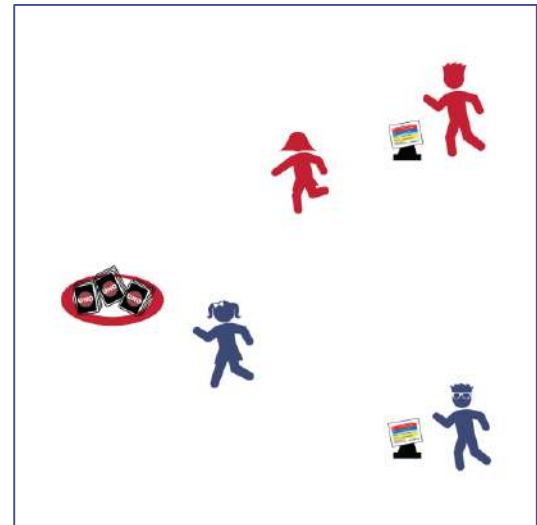
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 deck of UNO Cards
- 1 hula hoop
- 1 cone or spot marker per team
- 1 UNO Fitness Chart per team of 2 players

Set-Up:

- Shuffle the UNO Cards and scatter them on the floor inside the hula hoop.
- Place 1 cone or spot marker per team 10–20 meters away from the hoop.
- Create teams of 2 players, each team behind a cone or spot marker with an UNO Fitness Chart.



Activity Procedures:

- Today's friendly competition is Fitness Uno. We will be developing our personal fitness with friends and family. This game is played in 2 phases.
- During Phase 1, your team will run in relay-race format (1 player at a time) to the hoop to grab 1 UNO card per visit. Do not look at the card when you pick it up. When you return, give your teammate a high-5, and then she/he will run to the hoop. Place the cards face-down in a pile.
- When your team has 10 cards, it's time for Phase 2. During this phase, your team will work to return all of your cards to the hoop. To do that, flip over 1 UNO card at a time and use the UNO Fitness Chart to determine which exercise to perform. The number on the card determines the number of exercise repetitions you'll complete. Everyone on your team must complete the exercises together.
- Once you've finished an exercise set, 1 player will return the card to the hoop. Repeat until all cards are back in the hoop.

UNO Chart Info:

- Red = invisible jump rope; blue = jumping jacks; green = mummy jacks; yellow = stationary sprints.
- Wild card = free (no repetitions); draw 2 cards = draw 2 new cards; reverse = count 10 reps backwards; skip = free (no repetitions); wild draw 4 = give to another team—they must draw 4.

- Color Your Plate:** Different colored fruit and veggies have different health benefits. Be sure to have a colorful plate of fruits and vegetables at every meal. Eat a rainbow of fruits and veggies!

Fitness UNO Chart: Aerobic Capacity

RED	Invisible Speed Rope
BLUE	Jumping Jacks
GREEN	Mummy Jacks
YELLOW	Stationary Sprints

- Wild cards: free—discard with no repetitions.
- Draw 2 cards: draw 2 new cards.
- Reverse cards: count 10 repetitions backward.
- Skip cards: free—discard with no repetitions.
- Wild Draw 4 cards: give to another team—they must draw 4.

Soccer Croquet

ACTIVITY GOALS

- I will demonstrate ball control and accuracy while working cooperatively with my friends.

TEACHING TIPS

- Soft Touches Keep Control
- Use All of Your Foot
- Head Up on the Dribble

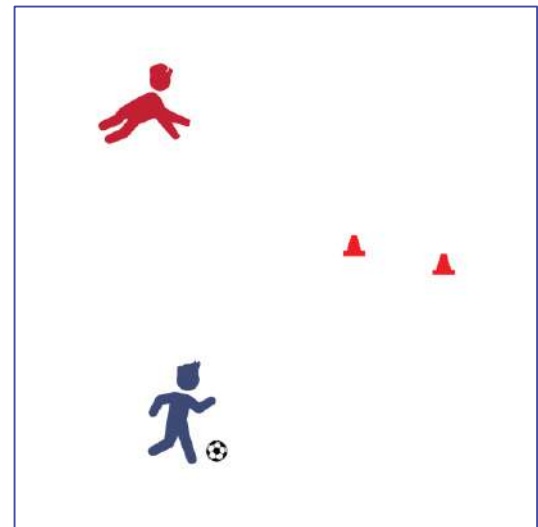
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 soccer ball
- 2 cones or markers

Set-Up:

- Determine a starting point. Place the soccer ball there.
- Place 2 cones (spaced 2–3 feet apart) approximately 10–20 paces away from the starting point.
- 1 player assumes a crab position anywhere in the activity area, but not near the cones.



Activity Procedures:

- It's time to play Soccer Croquet! The object of the game is to see how many hits it takes you to pass the soccer ball through the wickets.
- Player 1 will begin at the starting point. Count how many passes it takes you to pass the ball through the 2 cones (the first wicket).
- Then, keep counting and see how many more passes it takes you to pass the ball under the player making a crab pose (the second wicket).
- Switch roles (someone else becomes the wicket) and play again. The player with the lowest score wins that round!

Tips:

- Use the inside of your foot to pass the ball. This will improve your accuracy. Vary the distance in between the wickets to increase or decrease the difficulty.
- Change your crab pose to another position that supports muscular endurance (plank, squat, etc.).

- Balance It Out:** Muscular fitness is only 1 aspect of balanced wellness. We also need to make sure that we are eating a healthy, well-balanced diet. This includes counting the number of sugar-sweetened beverages you drink each day. Just like in Soccer Croquet, the lowest score wins. Aim for a score of zero whenever possible!

DEAM Calendar: DROP EVERYTHING AND MOVE

Name:

Teacher:

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete an activity with a family member (or with adult supervision).

Directions:

After a student completes the activities, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	2	Do as many curl-ups as you can.
	3	Do 10 burpees and 10 sit-ups.
	4	Say your math facts while doing reverse lunges.
	5	Take a walk.
	6	Think: I will be the best I can be! Live this motto all day!
	7	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	8	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	9	Do as many trunk-lifts as you can.
	10	Do 20 jumping jacks and 20 plank jacks.
	11	Do push-up shoulder taps while reciting your spelling words.
	12	Take a walk.
	13	Think: I can do hard things! Live this motto all day!
	14	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	15	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	16	Do as many squats as you can.
	17	Do 30 mountain climbers and 30 bicycle crunches.
	18	Perform squat-jumps while naming the continents.
	19	Take a walk.
	20	Think: I will train my brain (and body)! Live this motto all day!
	21	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	22	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	23	Do as many push-ups as you can.
	24	Crab walk and hold a plank as you count to 40.
	25	Read a book while doing a wall sit.
	26	Take a walk.
	27	Think: I love to challenge myself! Live this motto all day!
	28	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	29	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	30	Do as many push-ups as you can.
	31	Crab walk and hold a plank as you count to 40.

Please Remember

Always get adult permission before doing any activity.

Return calendar to your teacher at the end

Art making Task 1: One Point Perspective Drawing

- View Artwork by Joseph Stella
- Answer the following Questions: Can you see how all the lines go back into space?
- Choose a room in your home and create a vertical line across your drawing paper
- Place (dot) vanishing point in the middle of the
- Use the ruler to make sure all lines of the drawing go back to the vanishing point in the center (See additional resource)
- One Point Perspective: is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line

Materials: 8 1/2 x 11 White or Sketch Book Paper, Pencil, Ruler, Color Pencils, Markers

Resources: Joseph Stella, Old Brooklyn Bridge Painting, (Available at Newark Museum), One Point Perspective picture



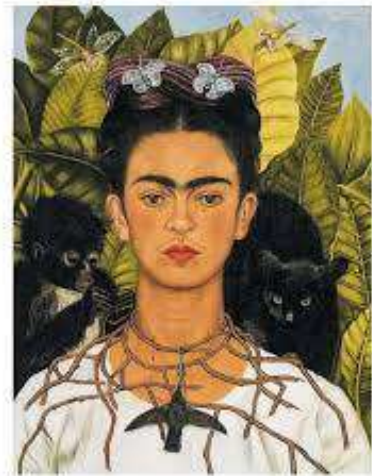
Old Brooklyn Bridge- Joseph Stella

Art making Task 2: Realistic Self- Portrait

- View Artwork from Artist: Frida Kahlo
- View a picture of yourself or look in the mirror answer the following Questions:
- What are some interesting physical features that you have? What makes you look handsome/beautiful?
- Extension: Write a real or imaginary story about yourself to go with your Self- Portrait

Materials: 8 1/2 x 11 White or Sketch Book Paper, Pencil, Crayons, Ruler, Scissors

Resources: Self Portrait with Thorn Necklace and Hummingbird- Frida Kahlo



Self Portrait with Thorn Necklace and Hummingbird- Frida Kahlo

Art making Task 3: Inside and Outside Spaces

- View Artwork from Artist: Edward Hopper
- Answer the following questions: How is contrast used in this artwork? How are complementary colors used?
- How is the inside space contracted with the outside space?
- Complete a drawing of yourself or another person in front of a window
- Fill in light areas
- Fill in dark areas and add highlights to complete artwork.
- Contrast: the state of being strikingly different from something else in juxtaposition or close association
-

Materials: 8 1/2 x 11 White or Sketch Book Paper, Pencil, Crayons, Pastels, Water Colors

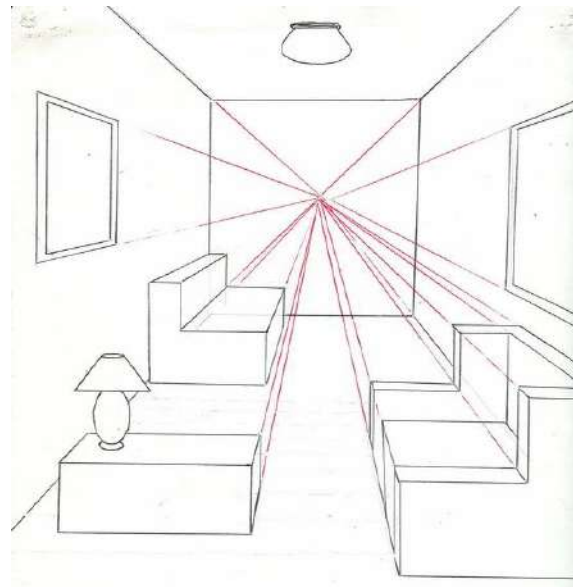
Resources: Cape Cod Morning- Edward Hopper



Cape Cod Morning- Edward Hopper

Additional Resources:

Task 1 One Point Perspective Reference:



Visual & Performing Arts	Grades 6-8	Music-----Instructional Plan
<p>Days 1-2 Music Practice Log</p> <p>Day 1:</p> <ul style="list-style-type: none">● Create a weekly goal on your Music Practice Log, Week #1● Practice your instrument/voice for 30 minutes <p>Day 2:</p> <ul style="list-style-type: none">● Practice your instrument/voice for 30 minutes● Log your times on your Music Practice Log, Week #1	<p>Day 3 Music Listening: SQUILT</p> <p>Day 3:</p> <ul style="list-style-type: none">● Listen to a song of your choice on YouTube, the radio, Spotify, etc. It will be helpful to listen to it several times.● While listening, draw a picture of what you visualize while you listen to the song on the worksheet SQUILT: What do you picture?● Fill in the SQUILT chart to answer the following:<ul style="list-style-type: none">○ Composer - who wrote the music?○ Title - what is the name of the song?○ Time Period - when was this song written?○ Instruments - what instruments do you hear? Guitar, piano, saxophone, drums, electronic instruments, etc.● Fill in the SQUILT prompts by answering the questions in each box:<ul style="list-style-type: none">○ Tempo○ Dynamics○ Timbre○ Mood	
<p>Days 4-5 Music Practice Log</p> <p>Day 4:</p> <ul style="list-style-type: none">● Create a weekly goal on your Music Practice Log, Week #2● Practice your instrument/voice for 30 minutes <p>Day 5:</p> <ul style="list-style-type: none">● Practice your instrument/voice for 30 minutes● Log your times on your Music Practice Log, Week #2	<p>Day 6 Music History: Little Richard</p> <p>Day 6</p> <ul style="list-style-type: none">● Read the worksheet titled “Little Richard, then answer the questions in complete sentences.● OPTIONAL: Listen to a song by Little Richard on YouTube. Listen with a family member and talk about whether you like or dislike Little Richard’s music.	

Name: _____ Date: _____

Music Practice Log, Week #1

Directions: Each week, complete the practice log below by answering each question in complete sentences and practicing your instrument for a total of 1 hour. You can split your practice into 2 sessions of 30 minutes.

Weekly Goal (what would you like to accomplish this week?):

Practice Dates & Length:

Date	Minutes Practiced	Music Practiced
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
TOTAL TIME:		

Describe your practice session. What did you work on? What did you learn? Did you practice your music slowly, then speed up? Did you focus on a specific section of the music?

SQUILT

SUPER QUIET UN-INTERRUPTED LISTENING TIME

What do you picture?

SQUILT

SUPER QUIET UN-INTERRUPTED LISTENING TIME

COMPOSER

TITLE

TIME PERIOD

INSTRUMENTS

SQUILT PROMPTS

TEMPO

Is the music fast or slow?

Does the music get faster, slower, or stay the same?

Is the music Allegro (fast) or Largo (slow)?

Is the music Andante (walking pace) or Presto (very fast)?

DYNAMICS

Is the music loud or soft?

Does the music get louder or softer in some sections?

Is the music forte (loud) or piano (soft)?

Is the music mezzo forte (moderately loud) or fortissimo (very loud)?

TIMBRE

Do you hear voices, instruments, or both?

What instruments do you hear (percussion, woodwind, strings, or brass)?

Can you hear a chorus?

Do you hear a soprano, alto, tenor, or bass?

What else do you hear?

MOOD

Does the music sound happy or sad?

Does the music sound calm or exciting?

Does the music sound scared or angry?

How do you feel when listening to this music?

Name: _____ Date: _____

Music Practice Log, Week #2

Directions: Each week, complete the practice log below by answering each question in complete sentences and practicing your instrument for a total of 1 hour. You can split your practice into 2 sessions of 30 minutes.

Weekly Goal (what would you like to accomplish this week?):

Practice Dates & Length:

Date	Minutes Practiced	Music Practiced
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
TOTAL TIME:		

Describe your practice session. What did you work on? What did you learn? Did you practice your music slowly, then speed up? Did you focus on a specific section of the music?

Name: _____ Music

Little Richard

Directions: Read the story to learn more about rock musician Little Richard, then answer the questions neatly on the lines below.

Richard Wayne Penniman was born on December 5, 1932 in Macon, Georgia. He was an American composer, pianist, and singer. When he was a child, his family gave him the nickname “Lil’ Richard” because he was small and skinny. Richard’s family was very active in the church, and Richard started singing at church when he was just a young boy. He especially loved singing and listening to gospel music.



Little Richard learned to play the saxophone in high school and joined the marching band. When he was 14, Little Richard went to a gospel concert and the lead singer heard him singing in the audience. She thought he sounded so good that she asked him to come onstage to sing in the show! From then on, Little Richard knew he wanted to be a musician.

The path to fame was not easy for Little Richard. Richard spent almost 8 years traveling and working with different musicians before he composed his first hit, “Tutti Frutti.” When his song became a best seller, Richard began touring across the United States and playing for huge audiences. In the 1950s, people were still segregated by the color of their skin. This was true at Little Richard’s concerts, where there were separate seats for Black and White audience members. Little Richard’s performances were so fun and energetic that the segregated audiences would come together to dance by the end of the show.

Not only did Little Richard help integrate concert performances, but he was the first rock and roll show to use spotlights. He also dressed in capes, makeup, and suits with sequins. Little Richard often ran on and off the stage and jumped up on his piano. His loud singing voice and energy on stage made him one of the fathers of rock and roll.



After reading, ask an adult to help you find a song by Little Richard on youtube.com and talk about his music.

(favorite pieces – “Tutti Frutti” and “Good Golly Miss Molly”)

Little Richard:

Use the reading to answer the questions neatly in complete sentences.

What genre of music did Little Richard love to sing as a child?

What happened to the segregated audiences at Little Richard's concerts?

What made Little Richard's concerts so innovative, fun, and exciting?

Visual & Performing Arts	Grade 7	Dance-----Instructional Plan
<p>Day 1</p> <p>Task 1: Choreography a dance study that communicates a specific theme.</p> <ul style="list-style-type: none"> Do Now: On small pieces of paper, write down 5 different possible themes for a dance. Randomly select one theme to perform in a short movement phrase. Using the words from the do-now, select one theme that resonates with you. Create a dance that communicates this theme using the elements of dance. Dance should be at least 32 counts. Record your choreography for future use. <p>Materials: Paper, pencil</p> <p>Resources: Family members can suggest themes for the do-now activity.</p>		<p>Day 4</p> <p>Task 1: Choreography a dance study that communicates a specific theme of a story you connect with.</p> <ul style="list-style-type: none"> Do Now: Review choreography from previous lesson. Identify a story that you have a personal connection with. Recall the theme of the story, main characters, the setting, and any other telling details. Choreograph movement that depicts a specific character in this story. Think: how did the character's actions help determine the story's theme? Dance should be at least 32 counts. Record your choreography for future use. <p>Materials: Paper, pencil</p> <p>Resources: Family members can suggest stories for this dance and can act as an audience during choreography performance.</p>
<p>Day 2</p> <p>Task 1: Choreography a dance study that communicates a specific theme of personal or cultural meaning.</p> <ul style="list-style-type: none"> Do Now: Review choreography from previous lesson. Determine a new theme to use in a dance. This theme should have personal and/or cultural meaning. Revisit your choreography created in lesson 1 and revise it to communicate your new theme. Perform your dance and record all choreography for future use. <p>Materials: Paper, pencil</p> <p>Resources: Family members can suggest themes for this dance and can act as an audience during choreography performance.</p>		<p>Day 5</p> <p>Task 1: Rehearse your dance study that communicates a specific theme of a story you connect with.</p> <ul style="list-style-type: none"> Do Now: On paper, create a rubric for assessing your dance. What makes your dance successful? What should audience members look for in your dance? Recall: In the story you are using for this study, how did the character's actions help determine the story's theme? Rehearse your dance study that communicates a specific theme. Give your dance a title, beginning pose, and ending pose. Record your choreography for future use. <p>Materials: Paper, pencil</p> <p>Resources: Family members can give feedback on dance using rubric created in the do-now.</p>
<p>Day 3</p>		<p>Day 6</p>

Task 1: Articulate how your movement communicates the theme of the dance.

- Do Now: Review choreography from previous lesson.
- In paragraph form, answers the following questions:
 - What is the theme of your dance study?
 - What movement choices did you make that directly helps communicate your theme?
 - What choreographic devices did you utilize within this dance?
 - Are there any changes you would make to your dance to improve the communication of its theme?

Materials: Paper, pencil

Resources: Family members can interview student about choreography using questions listed above.

Task 1: Perform a dance study that communicates a specific theme of a story you connect with.

- Do Now: Review choreography.
- Perform your theme dance study safely in the space.
- Reflect on your creating and performance experience. In writing, describe the story you used as inspiration and how your movement clearly communicated this story's theme.
- Extension: Ask family members to assess dance using rubric created in lesson 5.

Materials: Paper, pencil

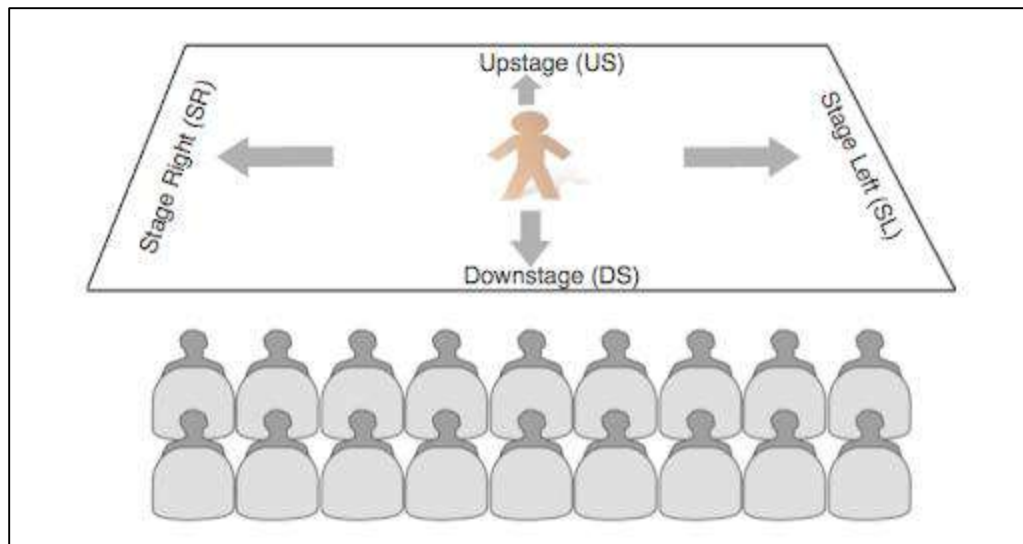
Resources: Family members can give feedback on dance using rubric created in the do-now.

Checklist:

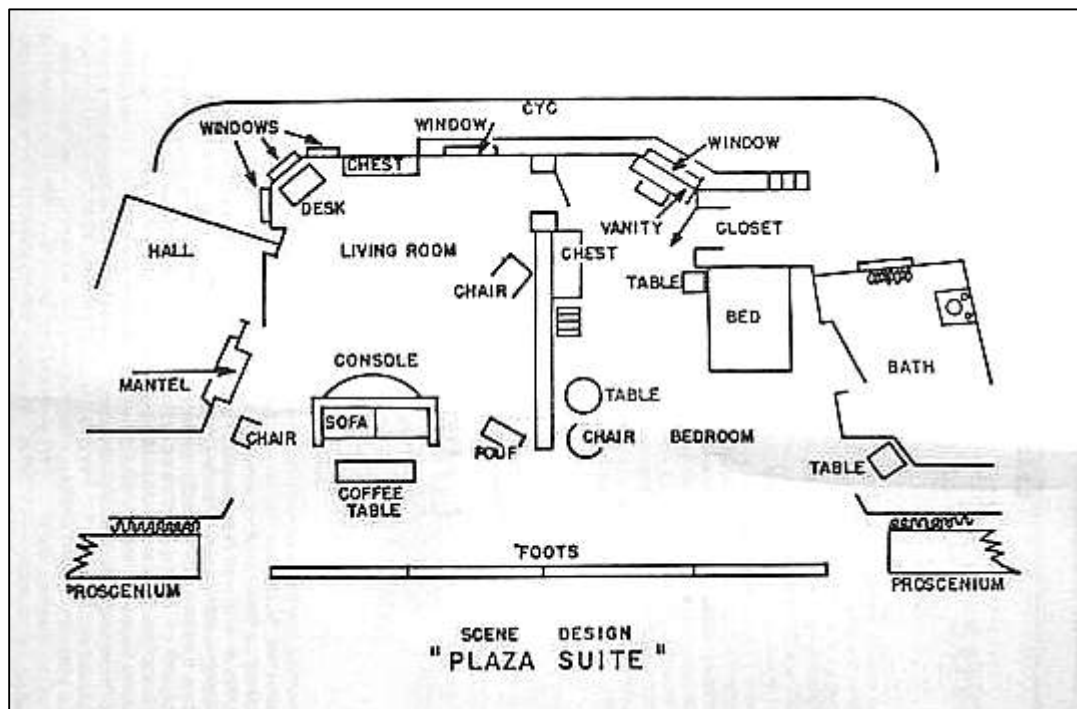
- ☐ Day 1: Student created a dance using a self-selected theme. Dance is at least 32 counts long and utilizes the elements of dance. Student recorded dance via writing and/or video for future use.
- ☐ Day 2: Student created a dance that communicated a specific theme of personal or cultural meaning. Student revised choreography from lesson 1 to communicate a new theme. Student recorded dance via writing and/or video for future use.
- ☐ Day 3: In writing, student articulated how their dance study clearly communicates the theme of their dance.
- ☐ Day 4: Student choreographed a dance study that communicates a specific theme of a story. Student added at least 32 additional counts to their dance study.
- ☐ Day 5: On paper, student created a dance assessment rubric to be used in lesson 6. Student has included what audience members should see in their dance as well as a title, beginning pose, and ending pose.
- ☐ Day 6: Student performed theme dance study safely in the space. In writing, student articulated connections between the story they selected in lesson 4 and their movement choices.

Parent Signature: _____ Date: _____

Visual & Performing Arts	Grade 7	Theatre----Instructional Plan
<p>Day 1</p> <p>Playwriting: Write an analysis of a dramatic series viewed on television. focusing on structure, character development/transformation, moments of conflict and plot.</p> <p>Tasks:</p> <ul style="list-style-type: none"> ▪ Select an appropriate weekly dramatic TV show (30 minutes - 1-hour viewing time) or an appropriate movie. ▪ Write a one-two page analysis of the drama focusing on main character development/transformation, moments of conflict and plot. <p>Materials: TV or movie; writing paper</p>		
<p>Day 2</p> <p>Playwriting: Write a 3-5-minute script for a scene about a conflict in a park or on a playground with a positive resolution. Write a scene that has:</p> <ul style="list-style-type: none"> ▪ A plot comprising of a sequence of actions by characters with clear intentions/wants ▪ obstacles to characters' wants ▪ character growth or transformation from overcoming an obstacle or resolving conflict ▪ unified and consistent theme ▪ including character descriptions and notes <p>Materials: Notebook or writing paper</p>		
<p>Day 3</p> <p>Technical Theatre Skills: Draw an overhead (bird's eye) view of a stage set design for the 3-5-minute park or playground scene you created on Day 2. Your drawing should include:</p> <ul style="list-style-type: none"> ▪ Stage directions (stage right, left, upstage, downstage) ▪ Scenery and props drawn in correct location in proportion to stage size (label scenery and props) ▪ Examples provided below. <p>Materials: White copy paper or notebook paper, pencil</p>		
<p>Checklist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student wrote an analysis of a dramatic series or movie <input type="checkbox"/> Student wrote the script for a 3-5 scene about a conflict in a park or on a playground with a positive resolution. <input type="checkbox"/> Student drew the overhead view of the stage and scene design for their 3-5 scene script. <p>Parent Signature _____</p>		



Stage Directions



Sample overhead view of a set design