

Quinton Township School District
Physical Education

Grade 8

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Soccer	Pacing:	3 weeks
------------------------	---	--------------------	--------	----------------	---------

Unit Summary:

The purpose of this course is to develop and enhance the skills necessary to enjoy the benefits of soccer as a lifetime physical activity. You will be able to play at a high level of performance while having fun with friends. You will appreciate soccer as one of the greatest sports in the world!

● **Objectives:**

- The students will be able to learn basic team concepts such as offense, defense, creating a space, passing to a space and passing quickly.
- The students will be able to learn and perform basic soccer skills such as kicking with the inside of the foot, kicking with the instep, dribbling, and taking a throw in.
- The students will be able to demonstrate the understanding of the skills of soccer, (trapping, passing, dribbling, goal tending), rules used during the game of soccer.

Essential Questions:

How are fitness components used in soccer ?

What skills and rules are needed to participate in soccer?

What are some offensive and defensive strategies to use in soccer?

What are some offensive and defensive strategies to use in soccer?

Common Core State Standards/Learning Targets:

2.5.8.B.2-Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1-Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

2.5.8.C.2-Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.

- Uses effective communication and collaboration skills and resources to interact with a global society.

- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic

conditions

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Scooter Cage Ball Soccer	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	<ul style="list-style-type: none">• Music• Go Noodle• Fitbits• Ipad• SmartBoard App
Lesson 2 - Futsol	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	
Lesson 3- Gameplay	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> Final Assessment/Benchmark/Project:

<p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p>Mid Year Benchmark End of Year Benchmark</p>
---	--

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized

<ul style="list-style-type: none"> • often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as 	<ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<ul style="list-style-type: none"> resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
---	---	--	---

<p>necessary.</p> <ul style="list-style-type: none"> • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
--	--	--	--

Marking Period:	1	Unit Title:	Ga Ga Ball	Pacing:	4 weeks
------------------------	---	--------------------	------------	----------------	---------

Unit Summary: The purpose of this unit is for students to gain knowledge of different cultural activities or games. This unit will also refine skills such as striking, dodging, running, and jumping. This is a great unit to help with coordination and movements throughout space in a confined area.

- **Objectives:**
- Students will learn how to start and officiate their own gameplay
- Students will learn how to utilize good sportsmanship
- Students will gain offensive strategies, and know when to use them

Essential Questions:

How can we generate more power on our strikes?

How can more power lead to less accuracy?

Why is sportsmanship important to a game like Ga Ga Ball?

Common Core State Standards/Learning Targets:

2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small- group, and team activities.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic

conditions

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Skillwork	Curriculum Map	Ga Ga Pit, Ball	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Gameplay	Curriculum Map	Ga Ga Pit, Ball	
Lesson 3 - Gameplay	Curriculum Map	Ga Ga Pit, Ball	
Lesson 4 - Gameplay	Curriculum Map	Ga Ga Pit, Ball	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Rubric
Self Reflection
Anecdotal Notes

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth.

<ul style="list-style-type: none"> ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. 	<p>listing for additional recommendations</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine 		<ul style="list-style-type: none"> ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
---	--	--	--

<ul style="list-style-type: none"> • Establish a consistent and daily routine. 			
---	--	--	--

Marking Period:	1	Unit Title:	Lifelong Fitness	Pacing:	4 weeks
------------------------	---	--------------------	------------------	----------------	---------

Unit Summary: In this unit students will be learning fitness activities that they can use throughout their lifetime. It is important at all ages to maintain a level of activity to benefit health. This unit will give them different activities that can be done at almost any age.

- **Objectives:**
- The students will be able to understand how the angle of the frisbee effects the flight path
- The students will be able to improve scores from round to round
- The students will be able to gain understanding for etiquette in golf

Essential Questions:
What are some lifelong fitness activities?

Why is lifelong fitness essential?

What mental and emotional benefits do we gain from these activities?

Common Core State Standards/Learning Targets:

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

2.6.8.A.3

Analyze how medical and technological advances impact personal fitness.

2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.

- Uses effective communication and collaboration skills and resources to interact with a global society.

- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities

Teacher's Guide/ Resources

Core Instructional

Technology Infusion

		Materials	
Lesson 1 - Fitness Bowling	Curriculum Map	Bowling Balls, Pins, Mats, Cones	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 -Frisbee Golf	Curriculum Map	Frisbee, Cones, Scorecards, Pencils	
Lesson 3 - Wildcat Open Tournament	Curriculum Map	Frisbee, Cones, Scorecards, Pencils	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Anecdotal Notes

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people,

<p>instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<p>daily routine</p>		<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
--	----------------------	--	--

--	--	--	--

Marking Period:	1	Unit Title:	Puff Polo	Pacing:	4 weeks
------------------------	---	--------------------	-----------	----------------	---------

Unit Summary: This unit will teach students the primary fundamental concepts of puff polo. In this unit students will learn the very basics of the game. They will also be learning skills such as passing, dribbling, and shooting in puff polo. This unit will allow them to work on individual skills as well as learn good characteristics of being a teammate. We will be learning the fundamentals of gameplay.

- **Objectives:**
- Students will be able to know how to create space on the floor
- Students will be able to use proper skill sets during gameplay
- Students will know how to utilize a counterattack

Essential Questions:
What is the purpose of spacing?

What is a counter attack?

Why is it important to refine skill sets?

Common Core State Standards/Learning Targets:

2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1-Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

2.5.8.C.2-Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.

- Uses effective communication and collaboration skills and resources to interact with a global society.

- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities

Teacher's Guide/ Resources

Core Instructional

Technology Infusion

		Materials	
Lesson 1 - Keep Away	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Gameplay	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	
Lesson 3 - Gameplay	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	
Lesson 4 - Gameplay	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Anecdotal Notes

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people,

<p>instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<p>daily routine</p>		<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
--	----------------------	--	--

--	--	--	--

Marking Period:	1	Unit Title:	Basketball	Pacing:	4 weeks
------------------------	---	--------------------	------------	----------------	---------

Unit Summary: In this unit students will be learning a variety of different skills. Students will be participating in activities that will provide basics for dribbling, shooting, and passing the basketball. These skills will help them develop an understanding for the game. Basketball is an activity students, and adults can use as a lifelong sport to remain active.

- **Objectives:**
- The students will be able to create their own space
- The students will be able to use proper shooting strategies during gameplay
- The students will be able to show how to pass and move effectively

Essential Questions:
Why is it important to never stand still on the court?
When should we use the backboard?
Why is defense important to the attitude of a team?

Common Core State Standards/Learning Targets:

2.5.8.A.2-Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.B.1-Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2-Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.

- Uses effective communication and collaboration skills and resources to interact with a global society.

- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Full court layups	Curriculum Map	Basketballs, Cones	<ul style="list-style-type: none">● Music● Go Noodle● Fitbits● Ipad● SmartBoard App

Lesson 2 - Shooting Circuit	Curriculum Map	Basketballs, Cones	
Lesson 3 - Celtic Games	Curriculum Map	Basketballs, Cones	
Lesson 4 - Modified Gameplay			

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students’ understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one’s relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.

Marking Period:	1	Unit Title:	Throwing / Catching	Pacing:	4 weeks
------------------------	---	--------------------	------------------------	----------------	---------

Unit Summary: In the throwing and catching unit, students will be refining the necessary skills for throwing and catching an object. This unit will help with coordination as it lays the primary foundation for many sports they may partake in throughout their life.

- **Objectives:**
- Students will know how to self correct throwing mistakes
- Students will be able to feel when a mistake is made during mechanics
- Students will improve hand eye coordination through gameplay

Essential Questions:

- How can spin and arm angles make the game more challenging?
- What obstacles can be used if a pin is blocked?

- What are some offensive strategies we can use?
- What are some defensive strategies we can use in this game?

Common Core State Standards/Learning Targets:

- 2.5.8.A.1-Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2-Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.2-Assess the effectiveness of specific mental strategies applied to improve performance.
- 2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-------------------------------	-----------------------------------	-------------------------------------	----------------------------

Lesson 1 - Rebound Ball	Curriculum Map	Ball/Rebounder	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Pinball	Curriculum Map	Pins, Cones, Balls	
Lesson 3 -Razzle Dazzle Ball	Curriculum Map	Pinnies, Ball	
Lesson 4 - Castle Ball	Curriculum Map	Cones, Balls, Pins	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
---	--	--	--

--	--	--	--

Marking Period:	1	Unit Title:	Volleyball	Pacing:	4 weeks
------------------------	---	--------------------	------------	----------------	---------

Unit Summary: In this unit students will be learning fundamental skills that will allow them to develop an understanding of volleyball. They will also be learning the basic rules and regulations for gameplay. This unit will focus on developing those skills, so as they grow older can compete in gameplay.

- **Objectives:**
- Students will be able to successfully set up and officiate their own game
- Students will be able to understand when to rotate
- Students will implement proper sequence during gameplay
- Students will understand why proper positioning is effective

Essential Questions:

- Where does the serve come from?

- Which way do we rotate?
- What sequence should we use in volleyball?
- How does omniken ball build muscle strength?

Common Core State Standards/Learning Targets:

2.5.8.B.2-Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-------------------------------	-----------------------------------	-------------------------------------	----------------------------

Lesson 1 - Modified Gameplay	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - King of the Court	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	
Lesson 3 - Rattiball	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls,	
Lesson 4 -Omniken Ball	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
--	--	--	---

--	--	--	--

Marking Period:	1	Unit Title:	Pickleball	Pacing:	4 weeks
------------------------	---	--------------------	------------	----------------	---------

Unit Summary: In this unit students will be learning the basics of Pickleball. Pickleball is a lifelong sport students will be able to play. This game is very similar to tennis and ping pong. This is a game that will improve hand eye coordination, as well as cardiovascular endurance.

- **Objectives:**
- The students will be able to demonstrate proper footwork for backhand
- The students will be able to demonstrate proper footwork for forehand
- The students will be able to operate their own gameplay

Essential Questions:

How can backspin make your game more effective?

What are the rotations for serving?

How can footwork be essential?

Why is hand eye coordination essential?

Common Core State Standards/Learning Targets:

2.5.8.B.2-Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.

- Uses effective communication and collaboration skills and resources to interact with a global society.

- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - See it Hit it	Curriculum Map	Pickleball Net, Whiffle Balls, Paddles, Cones	<ul style="list-style-type: none">● Music● Go Noodle

			<ul style="list-style-type: none"> ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 Grip/Ball Control	Curriculum Map	Pickleball Net, Whiffle Balls, Paddles, Cones	
Lesson 3 - Modified Gameplay Lesson 4 - Gameplay	Curriculum Map	Pickleball Net, Whiffle Balls, Paddles, Cones	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
---	--	--	--

--	--	--	--

Marking Period:	1	Unit Title:	Baseball/Softball	Pacing:	4 weeks
------------------------	---	--------------------	-------------------	----------------	---------

Unit Summary: In this unit students will be learning fundamentals of baseball/softball. This unit will teach students skills such as throwing, catching, running bases, kicking, striking, and fielding. Students will gain the fundamentals necessary for them to partake in gameplay towards the end of this unit. Students will also learn how to work together as a team.

- **Objectives:**
- Students will be able to demonstrate proper mechanics from start of motion to delivery
- Students will be able to demonstrate proper head positioning
- Students will demonstrate how to use proper footwork during kickball
- Students will be able to show proper catching skills during gameplay

Essential Questions:

- How can we compare this to regular baseball?
- What are some major differences between this game and baseball?
- What are ways we must learn to work together?

Common Core State Standards/Learning Targets:

2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1-Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

2.5.8.C.2-Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities

Teacher's Guide/ Resources

Core Instructional

Technology Infusion

		Materials	
Lesson 1 -Castleball	Curriculum Map	Cones, Balls, Polyspots, Hoops	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Kickball	Curriculum Map	Bat, Ball, Frisbee, Kickball, Bases, Cones	
Lesson 3 -Matball	Curriculum Map	Pins, cones, Balls	
Lesson 4 - Puff Polo Baseball	Curriculum Map	Ball, Bases, Cones	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			
--	--	--	--

--	--	--	--

Marking Period:	1	Unit Title:	Cooperative	Pacing:	4 weeks
------------------------	---	--------------------	-------------	----------------	---------

Unit Summary: In this unit students will be the necessary skills for cooperative learning. This is a very important unit in our year. This unit will teach them how to work with others to achieve the same goals, while being respectful to those who oppose us. We will learn sportsmanship and what it means to be a good winner and how to take defeat.

- **Objectives:**
- The students will learn importance of cooperation to achieve the same common goal/task and how this applies to life
- The students will be able understand how these concepts apply to the real world
- The students will be able to understand how communication skills can lead to success and achieving goals

Essential Questions:
How can this unit prepare us for real life situations?

How does communicating apply to life outside P.E.?
 What are ways we must learn to work together?
 Why is it important to clearly define roles before an activity involving collaboration?

Common Core State Standards/Learning Targets:

- 2.5.8.B.1-Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2-Assess the effectiveness of specific mental strategies applied to improve performance.
- 2.5.8.B.3-Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Bean Bag Tag		Cups	<ul style="list-style-type: none"> ● Music

	Curriculum Map		<ul style="list-style-type: none"> ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 -Yoshi	Curriculum Map	Hula Hoops	
Lesson 3 - Steal the Pin	Curriculum Map	Giant ball, Cones	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
---	--	--	--

