Quinton Township School District
Physical Education

Grade 1

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	1	**Unit Title:**	Soccer	**Pacing:**	7 Days

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 stop the ball properly by using their foot
- The students will be able to control the ball while moving through space
- The students will be able to pass the ball successfully with a partner
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What does the term offense refer to ?

What does the term defense refer to?

How does passing help us to be more successful in gameplay?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.B.2-Explain the difference between offense and defense.

2.5.2.B.4-Demonstrate strategies that enable team members to achieve goals.

Standard 8.1 Educational Technology:

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Sideline Soccer	**Curriculum Map**	**Soccer Balls, Cones, Goals, Pinnies**	- Music - Go Noodle - Fitbits - Ipad - SmartBoard App
Lesson 2 - Partner Passing Accuracy Challenge	**Curriculum Map**	**Soccer Balls, Cones, Goals, Pinnies**	

	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	
Lesson 3 - Indoor Game			

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

Differentiation			
Special Education	**ELL**	**At Risk**	**Gifted and Talented**

● 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. ● Allow students to utilize online books, when available, to listen to oral recorded	● 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	● 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.	● 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).

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:**	Motor Coordination	**Pacing:**	4 Days

Unit Summary: The purpose of this unit is for students to understand a variety of gross motor skills. These skills will help them develop coordination, agility, speed quickness, etc, as they serve as the foundation for physical development. Students will learn how to navigate through space, move around objects, and be aware of their surroundings.

- **Objectives**:
- Students will learn fundamental concepts of running in space
- Students will gain knowledge of the fundamentals of Hopping, Skipping in space
- Students will gain knowledge of the fundamentals of Galloping, Jumping, Marching, Leaping in space
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What are some different movements for us to move around?

How do we coordinate the amount of movements with this game?

What are some benefits of exercise?

How does moving in different pathways help us in this game?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2-Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions,

ranges, and pathways.

2.6.2.A.2-Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.5.2.A.2

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

Standard 8.1 Educational Technology:

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Banana Tag	**Curriculum Map**	**Gym**	- Music - Go Noodle - Fitbits - Ipad - SmartBoard App
Lesson 2 - What Time is it Mr. Fox	**Curriculum Map**	**Gym**	
Lesson 3 - Octopus Tag	**Curriculum Map**	**Pinnies,**	
Lesson 4 - Witches Tag	**Curriculum Map**	**Pinnies, Puff Polo**	

		Sticks, Orange Ball	

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
● **RTI** ● **Modify and accommodate as listed in student's IEP or 504 plan** ● **Utilize effective amount of**	● **RTI** ● **Speech/Language Therapy** ● **Rosetta Stone** ● **Hold high expectations** ● **Provide English/Spanish**	● **RTI Tiered Interventions following RTI framework** ● **Support instruction with RTI intervention resources** ● **Provide after school tutoring**	● **Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.**

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. ● 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.	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	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.	● 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).

● **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:	2	**Unit Title:**	Rope Jumping	**Pacing:**	4 Days

Unit Summary: The purpose of this unit is to teach skills necessary for jumping rope. Jump rope is a great workout exercise for people of all ages. It is a great exercise to improve cardiovascular endurance. Rope jumping is used for training in a variety of different sports as it works on coordination, gross muscle movements, and hard work.

- **Objectives**:
- The students will learn proper technique of side jumps
- The students will be learning proper techniques of jumping over a turning rope
- The students gain knowledge of rope turning for individual and partner jumping
- Students will be to interpret data by using a Fitbit.

Essential Questions:

How does learning a skill help me to live a healthy lifestyle?

How does this game help us jump rope?

What is the proper technique for jumping rope?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2-Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3-Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.6.2.A.1-Explain the role of regular physical activity in relation to personal health.

2.6.2.A.3-Develop a fitness goal and monitor progress towards achievement of the goal.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Jump Movements	**Curriculum Map**	**Jump Ropes, Cones**	• Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Shake the snake	**Curriculum Map**	**Jump Ropes, Cones**	
Lesson 3 - Single Jump	**Curriculum Map**	**Jump Ropes, Cones**	

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

the high expectations of standards. **Suggested activities to assess student progress:** **Rubric** **Self Reflection** **Anecdotal Notes**	**Final Assessment/Benchmark/Project:** **Mid Year Benchmark** **End of Year Benchmark**

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• 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	• 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	• 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	• 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

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.** ● **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**	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**	encourage good behavior and completion of work. ● **Establish a consistent and daily routine.**	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).**

- **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:	2	Unit Title:	Puff Polo	Pacing:	5 Days

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.

- **Objectives**:
- Students will gain understanding of rules, procedures, and concepts of puff polo through discussion and gameplay
- Students will learn fundamental principles of ball control in an isolated setting
- Students will be able to demonstrate proper passing mechanics and technique with a partner
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What strategies would enhance my safety during PE class?

How does dribbling help us in puff polo?

Why do we dribble with our heads up?

What can I learn from cooperation during gameplay?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.B.2-Explain the difference between offense and defense.

2.5.2.C.1-Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2-Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.5.2.A.2

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

Standard 8.1 Educational Technology:

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Introduction to the sport	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	- Music - Go Noodle - Fitbits - Ipad - SmartBoard App
Lesson 2 - Relay Race	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	
Lesson 3 - Obstacle Challenge	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	
Lesson 4 - Accuracy Drills / Gameplay	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	

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

Differentiation			
Special Education	**ELL**	**At Risk**	**Gifted and Talented**
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations	- 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

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.** ● **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**	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**	● **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.**	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).**

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:	3	**Unit Title:**	Basketball	**Pacing:**	5 Days

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. This is a great sport that students may participate in for many years, with others, or individually.

- **Objectives**:
- The students will be able to perform proper dribbling cues
- The students will be able to identify different 2 types of passes and demonstrate them
- The students will be able to understand why passing is important
- Students will be to interpret data by using a Fitbit.

Essential Questions:

How does learning a skill help me in activities and games I may play?

How does passing help our basketball game?

What are some strategies we use for passing?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.B.1-Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.4-Demonstrate strategies that enable team members to achieve goals.

2.5.2.C.2-Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Standard 8.1 Educational Technology:

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Obstacle Relay Madness	**Curriculum Map**	**Basketballs, Cones**	● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Thread the Needle	**Curriculum Map**	**Basketballs, Cones**	
Lesson 3 - 21 game	**Curriculum Map**	**Basketballs, Cones**	

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

Suggested activities to assess student progress: **Rubric** **Self Reflection** **Anecdotal Notes**	**Mid Year Benchmark** **End of Year Benchmark**

Differentiation

Special Education	**ELL**	**At Risk**	**Gifted and Talented**
- 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	- 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	- 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.	- 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

- 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 necessary.	translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine		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).

• **Utilize auditory reminders as deemed necessary.** • **Provide breaks to allow for refocusing as necessary.** • **Establish a consistent and daily routine.**			

Marking Period:	3	**Unit Title:**	Tumbling	**Pacing:**	7 Days

Unit Summary: In the tumbling unit students will be learning a variety of different gymnastic type movements. They will be improving gross motor skills and coordination. This unit will help them develop body control, work on muscle strength, and endurance.

- **Objectives**:
- Students will learn how to successfully complete a log roll
- Students will learn how to successfully complete an egg roll
- Students will learn how to successfully complete a forward roll
- Students will learn how to successfully complete a crab walk
- Students will learn how to successfully complete a sea crawl
- Students will learn how to successfully complete a dog walk
- Students will be to interpret data by using a Fitbit.

Essential Questions:
- Is gymnastics an individual or team sport?
- What are some gymnastic movements?
- What types of muscles are used during gymnastics?
- Is tumbling benefiting our muscles?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:
2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.B.1-Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.4-Demonstrate strategies that enable team members to achieve goals.
2.5.2.C.2-Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Log Roll/ Egg Roll	**Curriculum Map**	**Gym Mats**	● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Forward Rolls	**Curriculum Map**	**Gym Mats**	
Lesson 3 -Dog walk, crab walk, sea walk	**Curriculum Map**	**Gym Mats**	
Lesson 4 - Review Movements	**Curriculum Map**	**Gym Mats**	

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

Rubric Self Reflection Anecdotal Notes	

Differentiation			
Special Education	**ELL**	**At Risk**	**Gifted and Talented**
- 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.	- 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	- 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.	- 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.

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.**	**listing for additional recommendations** **Establish a consistent and daily routine**		**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).**

● **Establish a consistent and daily routine.**			

Marking Period:	3	Unit Title:	Volleyball	Pacing:	5 Days

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 learn how to successfully strike the ball over the net
- Students will learn how to successfully volley an object in the air more than three times
- Students will learn how to properly strike a volleyball

- Students will learn how to use the bump hit
- Students will be to interpret data by using a Fitbit.

Essential Questions:
- What is volleyball?
- What is the proper way to do the overhead hit?
- What is the proper way to do the underhand hit?
- What is the bump?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.B.3-Determine how attitude impacts physical performance.

2.5.2.B.4-Demonstrate strategies that enable team members to achieve goals.

2.5.2.C.1-Explain what it means to demonstrate good sportsmanship.

Standard 8.1 Educational Technology:
- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Iceberg	**Curriculum Map**	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	• Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Keep It Up (Balloon)	**Curriculum Map**	**Fuzzy Balls, Nets, Cones, Beach Balls, Balloons**	
Lesson 3 -Hitting Balloon with Partner	**Curriculum Map**	**Fuzzy Balls, Nets, Cones, Beach Balls, Balloons**	
Lesson 4 - Beach Ball Bash	**Curriculum Map**	**Fuzzy Balls, Nets, Cones, Beach Balls, Balloons**	

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

Suggested activities to assess student progress: **Rubric** **Self Reflection** **Anecdotal Notes**	**Mid Year Benchmark** **End of Year Benchmark**

Differentiation

Special Education	**ELL**	**At Risk**	**Gifted and Talented**
- 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	- 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	- 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.	- 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.

• 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 necessary. • Utilize auditory reminders as	• Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine		• 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).

deemed necessary. ● **Provide breaks to allow for refocusing as necessary.** ● **Establish a consistent and daily routine.**			

Marking Period:	3	**Unit Title:**	Bowling	**Pacing:**	4 Days

Unit Summary: In this unit students will be learning the fundamental concepts of bowling. This is a great unit for students to learn about as bowling is a sport that can be played lifelong. Lifelong fitness is essential for good health. In this unit students will learn the techniques for how to properly roll the ball towards the pins. They will also learn how to properly set up the pins for gameplay.

- **Objectives**:
- The students will improve techniques for bowling with proper mechanics
- The students will be able to improve accuracy during activity by refining skills
- The students will improve cardiovascular endurance through running during the activity

- Students will be to interpret data by using a Fitbit.

Essential Questions:

Who do you know that bowls?

How many pins do we have?

Why does bowling help us stay fit?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.5.2.B.3 Determine how attitude impacts physical performance.

Standard 8.1 Educational Technology:

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

Lesson 1 - Fundamentals	**Curriculum Map**	**Bowling Balls, Pins, Mats, Cones**	• Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Fitness Bowling	**Curriculum Map**	**Bowling Balls, Pins, Mats, Cones**	
Lesson 3 - Fitness Bowling	**Curriculum Map**	**Bowling Balls, Pins, Mats, Cones**	

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
- 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	- 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	- 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.	- 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

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.**			**Algebra 1 (8th grade).**

Marking Period:	4	Unit Title:	Baseball/Softball	Pacing:	7 Days

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 throwing mechanics
- Students will be able to successfully throw a baseball to its intended target
- Students will demonstrate how to strike a ball with their foot
- Students will be able to demonstrate proper cues for catching

- Students will be to interpret data by using a Fitbit.

Essential Questions:
- What is the proper way to run the bases?
- How many runners can be on a base at one time?
- Can you pass a base runner when running the bases?
- What is the proper way to throw a ball?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.B.1-Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.3-Determine how attitude impacts physical performance.

2.5.2.B.4-Demonstrate strategies that enable team members to achieve goals.

2.5.2.B.1-Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2-Explain the difference between offense and defense.

2.5.2.B.4-Demonstrate strategies that enable team members to achieve goals.

2.5.2.C.1-Explain what it means to demonstrate good sportsmanship.

2.6.2.A.1-Explain the role of regular physical activity in relation to personal health.

Standard 8.1 Educational Technology:
- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems

individually and collaborate and to create and communicate knowledge.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Ready, Set, Aim	**Curriculum Map**	**Cones, Balls, Polyspots**	• Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Throwing / Catching	**Curriculum Map**	**Bat, Ball, Frisbee, Kickball, Bases, Cones**	
Lesson 3 -Pinball	**Curriculum Map**	**Pins, cones, Balls**	
Lesson 4 - Beat the line	**Curriculum Map**	**Ball, Bases, Cones**	

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	
Lesson 5 -Beat the Ball	**Curriculum Map**	**Cones, Balls, Polyspots**	
Lesson 6 - Line Up	**Curriculum Map**	**Ball, Bases, Cones**	
Lesson 7 - 3 Base	**Curriculum Map**	**Hula Hook, Frisbee,**	

		Bases, Ball, Kickball	

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

Differentiation			
Special Education	**ELL**	**At Risk**	**Gifted and Talented**
● RTI ● Modify and accommodate as listed in student's IEP or 504	● RTI ● Speech/Language Therapy ● Rosetta Stone	● RTI Tiered Interventions following RTI framework ● Support instruction with RTI	● Organize the curriculum to include more elaborate,

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. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work	● 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	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.	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).

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