

Quinton Township School District
Physical Education

Grade 2

Key: **Careers** **Technology** **Interdisciplinary Studies**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Soccer	Pacing:	7 Days
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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 with obstacles
- The students will be able to pass and control the ball successfully with a partner
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What does the term striker refer to ?
What does the term defender refer to?
How does passing improve 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	<ul style="list-style-type: none">• Music• Go Noodle• Fitbits• Ipad• SmartBoard App
Lesson 2 - Partner Passing Accuracy Challenge	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	

Lesson 3 - Indoor Game	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	
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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
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<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. • Allow students to utilize online books, when available, to listen to oral recorded 	<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).
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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
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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 with obstacles
- Students will gain knowledge of the fundamentals of Hopping, Skipping in space with obstacles
- Students will gain knowledge of the fundamentals of Galloping, Jumping, Marching, Leaping in space with obstacles
- 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 from these movements?

How does moving in different pathways help us with coordination?

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	<ul style="list-style-type: none">• 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	
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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 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring 	<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.

<p>wait time</p> <ul style="list-style-type: none"> • 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. 	<p>Dictionary for use</p> <ul style="list-style-type: none"> • 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 	<p>services</p> <ul style="list-style-type: none"> • 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"> • 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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<ul style="list-style-type: none"> • 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. 			
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Marking Period:	2	Unit Title:	Rope Jumping	Pacing:	4 Days
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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 jump rhythm
- The students will be learning proper techniques of turning the rope as they jump
- The students will gain knowledge of how jump rope improves health
- 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?

Why do athletes jump rope to train?

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.

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 - Cross the River	Curriculum Map	Jump Ropes, Cones	<ul style="list-style-type: none">• Music• Go Noodle• Fitbits• Ipad• SmartBoard App
Lesson 2 - School House Rock	Curriculum Map	Jump Ropes, Cones	
Lesson 3 - Single Jump	Curriculum Map	Jump Ropes, Cones	

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</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

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
<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 	<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 	<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 	<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

<p>components</p> <ul style="list-style-type: none"> • 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 	<p>to drive instruction</p> <ul style="list-style-type: none"> • 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 	<p>encourage good behavior and completion of work.</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<p>in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • 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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<ul style="list-style-type: none"> • 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. 			
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Marking Period:	2	Unit Title:	Puff Polo	Pacing:	5 Days
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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 with obstacles
- Students will be able to demonstrate proper passing and controlling 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 passing help us in puff polo?

What are some dribbling cues?

What can this game teach us about being a part of a team?

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	<ul style="list-style-type: none">• Music• Go Noodle• Fitbits• Ipad• SmartBoard App
Lesson 2 - Obstacle Course	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	
Lesson 3 - Gameplay	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
<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. 	<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 	<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 	<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.

<ul style="list-style-type: none"> • 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 be shared out. • Utilize assistive technology as appropriate. 	<p>language</p> <ul style="list-style-type: none"> • 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 	<p>and spring</p> <ul style="list-style-type: none"> • 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"> • 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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<ul style="list-style-type: none"> • 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. 			
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Marking Period:	2 and 3	Unit Title:	Basketball	Pacing:	5 Days
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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 explain different dribbling techniques and implement them into practice
- The students will be able to identify different characteristics of passing
- The students will be able to understand when to pass and when to dribble
- Students will be to interpret data by using a Fitbit.

Essential Questions:

Why is it important to practice and refine skills?

How does passing help us to play more successfully

Is basketball a lifelong sport?

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 individually and collaborate and to create and communicate knowledge.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Obstacle Relay Madness	Curriculum Map	Basketballs, Cones	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Pass and Move	Curriculum Map	Basketballs, Cones	
Lesson 3 - Horse	Curriculum Map	Basketballs, Cones	

Formative Assessment Plan	Summative Assessment Plan
<p data-bbox="201 1013 932 1117"><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 data-bbox="201 1230 831 1263">Suggested activities to assess student progress:</p> <p data-bbox="201 1305 302 1338">Rubric</p>	<p data-bbox="999 1013 1797 1078"><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p data-bbox="999 1159 1520 1192">Final Assessment/Benchmark/Project:</p> <p data-bbox="999 1234 1293 1266">Mid Year Benchmark</p> <p data-bbox="999 1273 1331 1305">End of Year Benchmark</p>

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. • Teach Tiers 1,2, and 3 words 	<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 	<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

<p>to assist students' understanding of 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 	<p>recommendations</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>relationships with people, 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).
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daily routine.			
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Marking Period:	3	Unit Title:	Tumbling	Pacing:	7 Days
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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 improve muscle strength
- Students will improve muscular endurance
- Students will improve flexibility
- Students will be to interpret data by using a Fitbit.

Essential Questions:

- How does using different muscle groups help to complete a task?
- What strategies would enhance my safety during P.E. class?
- 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.

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 - Log Roll/ Egg Roll	Curriculum Map	Gym Mats	<ul style="list-style-type: none"> • 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
<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).
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Marking Period:	3	Unit Title:	Volleyball	Pacing:	5 Days
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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:

- When should we use the bump?
- What is the proper way to do the overhead hit?
- How many hits does a team get in volleyball?
- 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.



Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Iceberg	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	<ul style="list-style-type: none">● 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 partners	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	

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.			
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Marking Period:	3 and 4	Unit Title:	Bowling	Pacing:	4 Days
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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 scores from round to round
- The students will improve cardiovascular endurance through running during the activity
- Students will be to interpret data by using a Fitbit.

Essential Questions:

Can bowling be considered a lifelong sport?

How are the pins placed?

What is a strike?

What is a split?

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 - Lucky Strikes	Curriculum Map	Bowling Balls, Pins, Mats, Cones	<ul style="list-style-type: none">• 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	
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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
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<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. • Allow students to utilize online books, when available, to listen to oral recorded 	<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).
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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:	4	Unit Title:	Baseball/Softball	Pacing:	7 Days
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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 how to step and throw
- Students will be able to successfully throw a baseball to its intended target by using proper mechanics
- Students will demonstrate how to use placement foot for kicking
- Students will be able to show proper catching skills
- Students will be to interpret data by using a Fitbit.

Essential Questions:

- How does this game help us improve throwing?
- How can we use our skills and apply them to this game?

- What does it mean to have a force out?
- 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

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 - 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 -Puff Polo Ball	Curriculum Map	Ball, Bases, Cones	
Lesson 7 - 3 Base	Curriculum Map	Hula Hook, Frisbee, Bases, Ball, Kickball	

Formative Assessment Plan	Summative Assessment Plan
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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
<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 	<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 	<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 	<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

<p>instruction.</p> <ul style="list-style-type: none"> • 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 be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. 	<ul style="list-style-type: none"> • 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 	<p>and RS Plan.</p> <ul style="list-style-type: none"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • 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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- 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.

