

Quinton Township School District  
Physical Education

Grade 3

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

Pacing Chart/Curriculum MAP

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Soccer	<b>Pacing:</b>	5 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 in gameplay
- 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 in gameplay
- Students will be to interpret data by using a Fitbit.

**Essential Questions:**

How do you play soccer?

What other sports are similar to soccer?

How are passing and shooting the ball different?

How can we show good sportsmanship in soccer?  
 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.

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

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

**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 - Using proper technique to		Soccer Balls, Cones,	<ul style="list-style-type: none"> <li>● Music</li> </ul>

pass and receive the ball	<b>Curriculum Map</b>	<b>Goals, Pinnies</b>	<ul style="list-style-type: none"> <li>● Go Noodle</li> <li>● Fitbits</li> <li>● Ipad</li> <li>● SmartBoard App</li> </ul>
Lesson 2 - Using proper technique to shoot the ball	<b>Curriculum Map</b>	<b>Soccer Balls, Cones, Goals, Pinnies</b>	
Lesson 3 - Modified Gameplay	<b>Curriculum Map</b>	<b>Soccer Balls, Cones, Goals, Pinnies</b>	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<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><b>Suggested activities to assess student progress:</b></p> <p><b>Rubric</b>  <b>Self Reflection</b>  <b>Anecdotal Notes</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Mid Year Benchmark</b>  <b>End of Year Benchmark</b></p>

## Differentiation

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

<p>instructional practices.</p> <ul style="list-style-type: none"><li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul>			
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<b>Marking Period:</b>	1	<b>Unit Title:</b>	Ga Ga Ball	<b>Pacing:</b>	5 Days
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**Unit Summary:** The purpose of this unit is for students to gain knowledge of different cultural activities or games. This unit will also refine skills such as striking, dodging, running, and jumping. This is a great unit to help with coordination and movements throughout space in a confined area.

- **Objectives:**
- Students will learn fundamental concepts Ga Ga Ball
- Students will gain basic knowledge of ruleplay for Ga Ga Ball
- Students will learn fundamental skill sets for Ga Ga Ball
- Students will be to interpret data by using a Fitbit.

**Essential Questions:**

How will striking help me in gameplay?

How does dodging help me in gameplay?

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

What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2-Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.C.2-Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

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

**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 - Striking Skills	Curriculum Map	Ga Ga Pit, Ball	<ul style="list-style-type: none"> <li>• Music</li> <li>• Go Noodle</li> <li>• Fitbits</li> <li>• Ipad</li> <li>• SmartBoard App</li> </ul>
Lesson 2 - Dodging Skills	Curriculum Map	Ga Ga Pit, Ball	
Lesson 3 - Rules and Gameplay	Curriculum Map	Ga Ga Pit, Ball	
Lesson 4 - Gameplay	Curriculum Map	Ga Ga Pit, Ball	

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



## Differentiation

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

<p>instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"><li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul>			<p>Algebra 1 (8th grade).</p>
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<b>Marking Period:</b>	2	<b>Unit Title:</b>	Gross Motor	<b>Pacing:</b>	4 Days
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**Unit Summary:** The purpose of this unit for the students to improve on a variety of gross motor skills. Gross motor skills are essential for the development of coordination, strength, and endurance. This unit will be allowing students to use these skills freely in a variety of skill and gameplay settings.

- **Objectives:**
- The students will learn how to change momentum and shift direction effectively
- The students will be refining gross motor skills
- The students will improve cardiovascular endurance
- The students will improve muscular endurance
- Students will be to interpret data by using a Fitbit.

**Essential Questions:**

Why is it important to work different muscle groups?  
How does following directions affect the success of these activities?  
Which muscles are we using in this activity?

What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

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

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

**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.

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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Lesson 1 - Cat and mouse	Curriculum Map		<ul style="list-style-type: none"> <li>● Music</li> <li>● Go Noodle</li> <li>● Fitbits</li> <li>● Ipad</li> <li>● SmartBoard App</li> </ul>
Lesson 2 - Parachute Games	Curriculum Map	Parachute	
Lesson 3 - Steal the snacks	Curriculum Map	Scooters	

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><b>Suggested activities to assess student progress:</b></p> <p><b>Rubric</b>  <b>Self Reflection</b>  <b>Anecdotal Notes</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Mid Year Benchmark</b>  <b>End of Year Benchmark</b></p>

## Differentiation

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

<p>instructional practices.</p> <ul style="list-style-type: none"><li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul>			
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<b>Marking Period:</b>	2	<b>Unit Title:</b>	Puff Polo	<b>Pacing:</b>	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. We will be learning the fundamentals of gameplay.

- **Objectives:**
- Students will gain understanding of rules, procedures, and concepts of puff polo through discussion and gameplay
- Students will be able to perform shooting skills and successfully get the ball into the net
- 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 are the basic skills necessary to play Puff Polo?

What parts of health-related fitness are being utilized during Puff Polo?

Why is shooting important in Puff Polo?

What is necessary for gameplay?

What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2-Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.B.1-Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2-Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1-Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2-Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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

**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.

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
Lesson 1 - Introduction to the sport	<b>Curriculum Map</b>	<b>Puff Polo Sticks, Pinnies, Cones, Balls</b>	<ul style="list-style-type: none"><li>• Music</li><li>• Go Noodle</li><li>• Fitbits</li><li>• Ipad</li><li>• SmartBoard App</li></ul>
Lesson 2 - Obstacle Course Relay	<b>Curriculum Map</b>	<b>Puff Polo Sticks, Pinnies, Cones, Balls</b>	
Lesson 3 -Sharpshooter	<b>Curriculum Map</b>	<b>Puff Polo Sticks, Pinnies, Cones, Balls</b>	
Lesson 4 - Gameplay	<b>Curriculum Map</b>	<b>Puff Polo Sticks, Pinnies, Cones, Balls</b>	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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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"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing</li> </ul>

<p>instruction.</p> <ul style="list-style-type: none"> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> </ul>	<ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<p>and RS Plan.</p> <ul style="list-style-type: none"> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul>			
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<b>Marking Period:</b>	2 and 3	<b>Unit Title:</b>	Basketball	<b>Pacing:</b>	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. Basketball is an activity students, and adults can use as a lifelong sport to remain active.

- **Objectives:**

- The students will be able to perform dribbling skills while in gameplay, practice setting
- The students will be able to identify different types of passes
- The students will be able to understand why too much dribbling can be detrimental
- Students will be to interpret data by using a Fitbit.

**Essential Questions:**

What are the proper techniques of dribbling?

What are the proper techniques of shooting?

What are the proper techniques of passing?

What are the different markings on a basketball court? (sideline, baseline, half-court line, free throw line, 3 pt. line, elbow, lane)

What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2-Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.B.1-Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).2.5.4.B.1-Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2-Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1-Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an

observer.

2.5.4.C.2-Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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

**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.

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

Lesson 3 - Long Shot, Short Shot	<b>Curriculum Map</b>	<b>Basketballs, Cones</b>	
Lesson 4 - Modified Gameplay			

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<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><b>Suggested activities to assess student progress:</b></p> <p><b>Rubric</b>  <b>Self Reflection</b>  <b>Anecdotal Notes</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Mid Year Benchmark</b>  <b>End of Year Benchmark</b></p>

**Differentiation**

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

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Jump Rope	<b>Pacing:</b>	4 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 through jumping rope
- Students will improve motor coordination
- Students will improve flexibility
- Students will be to interpret data by using a Fitbit.

**Essential Questions:**

- How can this help in our exercise routine?
- How can our partners help us achieve this goal?
- How can competition help us achieve our goal?
- What benefits does our body receive from jumping rope?

- What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2-Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

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

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

**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 - Single Jump	Curriculum Map	Jump Ropes	<ul style="list-style-type: none"> <li>• Music</li> <li>• Go Noodle</li> </ul>

			<ul style="list-style-type: none"> <li>● Fitbits</li> <li>● Ipad</li> <li>● SmartBoard App</li> </ul>
Lesson 2 - Long Jump	<b>Curriculum Map</b>	<b>Jump Ropes</b>	
Lesson 3 -School House Rock	<b>Curriculum Map</b>	<b>Jump Ropes</b>	
Lesson 4 - Jump till you drop	<b>Curriculum Map</b>	<b>Jump Ropes</b>	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<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><b>Suggested activities to assess student progress:</b></p> <p><b>Rubric</b>  <b>Self Reflection</b>  <b>Anecdotal Notes</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Mid Year Benchmark</b>  <b>End of Year Benchmark</b></p>

**Differentiation**

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

- 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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<b>Marking Period:</b>	3	<b>Unit Title:</b>	Volleyball	<b>Pacing:</b>	4 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 in gameplay
- Students will learn how to properly strike a volleyball as it approaches them in mid air
- Students will learn how to use the bump hit
- Students will be to interpret data by using a Fitbit.

**Essential Questions:**

- How do you play volleyball?
- What are some passes we use in volleyball?
- When do we use a serve?
- What are some safety rules for volleyball?
- What are ways we can monitor our health?





**Common Core State Standards/Learning Targets:**  
2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).  
2.5.4.A.2-Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.  
2.5.4.B.2-Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.  
2.5.4.C.1-Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.  
2.5.4.C.2-Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional</b>	<b>Technology Infusion</b>
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		<b>Materials</b>	
Lesson 1 - Snow Ball Fight	<b>Curriculum Map</b>	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	<ul style="list-style-type: none"> <li>● Music</li> <li>● Go Noodle</li> <li>● Fitbits</li> <li>● Ipad</li> <li>● SmartBoard App</li> </ul>
Lesson 2 - Skill Work Set	<b>Curriculum Map</b>	<b>Fuzzy Balls, Nets, Cones, Beach Balls, Balloons</b>	
Lesson 3 - Rattiball	<b>Curriculum Map</b>	<b>Fuzzy Balls, Nets, Cones, Beach Balls,</b>	
Lesson 4 -Modified Gameplay	<b>Curriculum Map</b>	<b>Fuzzy Balls, Nets, Cones, Beach Balls</b>	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<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><b>Suggested activities to assess student progress:</b></p> <p><b>Rubric</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Mid Year Benchmark</b> <b>End of Year Benchmark</b></p>

**Self Reflection**  
**Anecdotal Notes**

**Differentiation**

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

<p>to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none"> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and</li> </ul>	<p>recommendations</p> <ul style="list-style-type: none"> <li>• Establish a consistent and daily routine</li> </ul>		<p>relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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daily routine.			
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<b>Marking Period:</b>	3 and 4	<b>Unit Title:</b>	Bowling	<b>Pacing:</b>	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 aiming strategies for bowling
- 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:**

What are some things we know about bowling?

How should we line ourselves up to bowl?

What are some good sportsmanship qualities in bowling?

What is etiquette?

What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.C.1-Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2-Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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

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

**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 - Skill Work Footwork	Curriculum Map	Bowling Balls, Pins, Mats, Cones	<ul style="list-style-type: none"> <li>• Music</li> <li>• Go Noodle</li> <li>• Fitbits</li> <li>• Ipad</li> <li>• SmartBoard App</li> </ul>
Lesson 2 -Scoring/Gameplay	Curriculum Map	Bowling Balls, Pins, Mats, Cones	
Lesson 3 - Fitness Bowling	Curriculum Map	Bowling Balls, Pins, Mats, Cones	

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

**Rubric  
Self Reflection  
Anecdotal Notes**

**End of Year Benchmark**

**Differentiation**

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



<p>for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> </ul>	<p>resources/recommendations</p> <ul style="list-style-type: none"> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>		<p>growth.</p> <ul style="list-style-type: none"> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul>			
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<b>Marking Period:</b>	4	<b>Unit Title:</b>	Baseball/Softball	<b>Pacing:</b>	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 able to interpret data by using a Fitbit.

**Essential Questions:**

- What do you remember about softball?
- Why is throwing and catching important?
- How is the game of kickball similar to baseball?
- What do we know about gameplay?
- What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.B.1-Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2-Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1-Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2-Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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

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

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

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<p>and spring</p> <ul style="list-style-type: none"> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul>			
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<b>Marking Period:</b>	4	<b>Unit Title:</b>	Cooperative	<b>Pacing:</b>	3 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 learn quality communication skills
- The students will be able to improve on different sportsmanship qualities
- The students will be able to show collaborative skills as they work together to achieve the same goal
- Students will be able to interpret data by using a Fitbit.

**Essential Questions:**

Why is communication important in cooperation?  
How does sportsmanship affect attitude?  
How does attitude affect sportsmanship?  
How can we work together?  
What are ways we can monitor our health?

**Common Core State Standards/Learning Targets:**

2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals  
2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.  
2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate



accomplishments.

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

**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.

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
Lesson 1 - Cupstacking	<b>Curriculum Map</b>	<b>Cups</b>	<ul style="list-style-type: none"><li>● Music</li><li>● Go Noodle</li><li>● Fitbits</li><li>● Ipad</li><li>● SmartBoard App</li></ul>
Lesson 2 -Pass the hula hoop	<b>Curriculum Map</b>	<b>Hula Hoops</b>	
Lesson 3 - Move the Boulder	<b>Curriculum Map</b>	<b>Giant ball, Cones</b>	

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><b>Suggested activities to assess student progress:</b></p> <p><b>Rubric</b>  <b>Self Reflection</b>  <b>Anecdotal Notes</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Mid Year Benchmark</b>  <b>End of Year Benchmark</b></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable</li> </ul>

<p>clearly and concisely and repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to</li> </ul>	<p>available</p> <ul style="list-style-type: none"> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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- 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.
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- Provide breaks to allow for refocusing as necessary.
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