

Quinton Township School District
Physical Education

Grade 5

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

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Soccer	Pacing:	5 Days
------------------------	---	--------------------	--------	----------------	--------

Unit Summary:

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

● **Objectives:**

- The students will be able to stop a moving ball during gameplay by using the proper technique
- The students will be able to control the ball while moving through space with obstacles during gameplay
- The students will be able to pass and control the ball successfully with a partner in gameplay while in motion
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What skills are essential for soccer?

How are fitness components used in soccer ?

What skills and rules are needed to participate in soccer?

Why is it important to know offense from defense?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2-Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

- **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 - Passing/Receiving	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Sideline Soccer	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	
Lesson 3 - Crab Soccer	Curriculum Map	Soccer Balls, Cones, Goals, Pinnies	

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

Differentiation

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

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

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

Marking Period:	1	Unit Title:	Ga Ga Ball	Pacing:	5 Days
------------------------	---	--------------------	------------	----------------	--------

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

- **Objectives:**
- Students will learn how to apply skill concepts into gameplay setting
- Students will gain knowledge of strategy for ga ga ball
- Students will improve fundamental skill sets for Ga Ga Ball
- Students will be to interpret data by using a Fitbit.

Essential Questions:

Where did Ga Ga Ball originate?

What offensive skills do you use?

What skills do we work on in this game?

How is honesty a part of sportsmanship?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

- **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"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Dodging Skills	Curriculum Map	Ga Ga Pit, Ball	
Lesson 3 - Gameplay	Curriculum Map	Ga Ga Pit, Ball	
Lesson 4 - Gameplay	Curriculum Map	Ga Ga Pit, Ball	

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

<p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</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 	<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 	<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. 	<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.

<p>instructions</p> <ul style="list-style-type: none"> • 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 • Provide reading material at or slightly above students' 	<p>communications for parents in native language</p> <ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<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).
--	--	---	---

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

Marking Period:	2	Unit Title:	Bowling	Pacing:	4 Days
------------------------	---	--------------------	---------	----------------	--------

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

- **Objectives:**
- The students will be able to use encouragement to improve mental approach
- 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:

How can bowling be a lifetime fitness activity?

What are the numbers of the pins?

What are the proper techniques for bowling?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2-Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

- **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 - Relay Bowling	Curriculum Map	Bowling Balls, Pins, Mats, Cones	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 -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><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</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 	<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 	<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 	<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

<ul style="list-style-type: none"> • 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 • Provide reading material at or slightly above students' reading levels. 	<p>native language</p> <ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>daily routine.</p>	<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> • 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).
--	--	-----------------------	---

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

Marking Period:	2	Unit Title:	Puff Polo	Pacing:	5 Days
------------------------	---	--------------------	-----------	----------------	--------

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

- **Objectives:**
- Students will be able to implement rules, procedures, and concepts of puff polo in gameplay

- Students will be able to demonstrate basic defensive strategies
- Students will be able to demonstrate the basic offensive strategies
- Students will be able to interpret data by using a Fitbit.

Essential Questions:

Why do we implement safety rules?

What skills are necessary for success in puff polo?

Why do positions matter?

How can improving our skills make gameplay easier?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

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 - Chaos Dribbling	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Skill Set - Passing	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	
Lesson 3 -Modified Gameplay	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	
Lesson 4 - Gameplay	Curriculum Map	Puff Polo Sticks, Pinnies, Cones, Balls	

Formative Assessment Plan	Summative Assessment Plan
---------------------------	---------------------------

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).
--	--	---	--

<ul style="list-style-type: none"> • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
---	--	--	--

Marking Period:	2 and 3	Unit Title:	Basketball	Pacing:	5 Days
------------------------	---------	--------------------	------------	----------------	--------

Unit Summary: In this unit students will be learning a variety of different skills. Students will be participating in activities that will provide basics for dribbling, shooting, and passing the basketball. These skills will help them develop an understanding for the game. 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 independently in game setting
- The students will be able to identify and demonstrate three different types of passes
- The students will be able to understand why more ball movement can lead to success
- Students will be to interpret data by using a Fitbit.

Essential Questions:

Does understanding the rules of basketball make you a good player?

How is the dribble in basketball different from the dribble in soccer?

Why is learning the basic skills of basketball so important in mastering the game?

Why do lead-up skills and games make the unit of basketball more enjoyable?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2-Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

- **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 - Traffic Control	Curriculum Map	Basketballs, Cones	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Lay Up Line	Curriculum Map	Basketballs, Cones	
Lesson 3 - Knockout Lesson 4 - Modified Gameplay	Curriculum Map	Basketballs, Cones	

Formative Assessment Plan	Summative Assessment Plan
---------------------------	---------------------------

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

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).
--	--	---	--

<ul style="list-style-type: none"> • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
---	--	--	--

Marking Period:	3	Unit Title:	Throwing /	Pacing:	4 Days
------------------------	---	--------------------	------------	----------------	--------

			Catching		
--	--	--	----------	--	--

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

- **Objectives:**
- Students will demonstrate the proper power position
- Students will understand how to use proper grip to benefit throwing success
- Students will improve hand eye coordination
- Students will be to interpret data by using a Fitbit.

Essential Questions:

- What are proper catching techniques?
- What are proper throwing techniques?
- How can we focus while moving?
- Why is good sportsmanship important in competition?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships

in interactive dynamic environments.

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

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

Lesson 3 - Razzle Dazzle Ball	Curriculum Map	Pinnies, Ball	
Lesson 4 - Castle Ball	Curriculum Map	Cones, Balls, Pins	

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate,

<p>plan</p> <ul style="list-style-type: none"> • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work 	<ul style="list-style-type: none"> • 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 	<p>intervention resources</p> <ul style="list-style-type: none"> • 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. 	<p>complex, and in-depth study of major ideas and problems through Compacting.</p> <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).
---	--	---	---

<p>(strategically selected) and collaboration as necessary.</p> <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.			
---	--	--	--

Marking Period:	3	Unit Title:	Volleyball	Pacing:	4 Days
------------------------	---	--------------------	------------	----------------	--------

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

- **Objectives:**
- Students will learn how to successfully strike the ball over the net
- Students will learn how to successfully volley an object in the air more than three times 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:

- What determines who serves to start the game?
- Where is the serving spot?
- What is traditional scoring?
- What is the combination of hits in volleyball?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2-Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

- **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 - Countdown	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls,	<ul style="list-style-type: none">● Music● Go Noodle● Fitbits

		Balloons	<ul style="list-style-type: none"> • Ipad • SmartBoard App
Lesson 2 - Skill Work Set	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	
Lesson 3 - Rattiball	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls,	
Lesson 4 -Modified Gameplay	Curriculum Map	Fuzzy Balls, Nets, Cones, Beach Balls	

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

Differentiation

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

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

--	--	--	--

Marking Period:	4	Unit Title:	Pickleball	Pacing:	4 Days
------------------------	---	--------------------	------------	----------------	--------

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

- **Objectives:**
- The students will gain basic understanding of Pickleball rules
- The students will be able possess proper ball control during gameplay
- The students will improve cardiovascular endurance through running during the activity
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What is pickleball?

What strokes are used in pickleball?

What is a serve?

What are some rules of the game?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2-Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

- **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 - Game Overview / Set up		Pickleball Net, Whiffle	<ul style="list-style-type: none">● Music● Go Noodle

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

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

Differentiation

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

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

--	--	--	--

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

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

- **Objectives:**
- Students will be able to demonstrate how to use the power position and proper follow through
- Students will be able to successfully throw a baseball to its intended target by using proper mechanics during gameplay
- Students will demonstrate how to use the proper part of their foot for striking the ball in conjunction with a plant foot
- Students will be able to show proper catching skills during gameplay
- Students will be to interpret data by using a Fitbit.

Essential Questions:

- In what ways are baseball and softball similar?
- What are the numbers of positions?
- What skills do we need to focus on for kickball?
- What skills do we need to be successful?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.1-Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

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 -Castleball	Curriculum Map	Cones, Balls, Polyspots, Hoops	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Kickball	Curriculum Map	Bat, Ball, Frisbee, Kickball, Bases, Cones	
Lesson 3 -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>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 	<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

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

--	--	--	--

Marking Period:	4	Unit Title:	Cooperative	Pacing:	4 Days
------------------------	---	--------------------	-------------	----------------	--------

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

- **Objectives:**
- The students will learn quality collaborative skills
- The students will be able to improve on different sportsmanship qualities
- The students will be able to show good qualities of a winning team
- Students will be to interpret data by using a Fitbit.

Essential Questions:

How does participation in cooperative learning and adventure activities transfer to relationships outside of physical education?
Describe the importance of good listening skills in and out of physical education.
How does cooperation add to a physical fitness setting?
Can getting along with others make a team better?
What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

2.5.6.B.2-Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1-Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2-Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

- **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 - Cupstacking	Curriculum Map	Cups	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 -Pass the hula hoop	Curriculum Map	Hula Hoops	
Lesson 3 - Move the Boulder	Curriculum Map	Giant ball, Cones	

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

Rubric
Self Reflection
Anecdotal Notes

Differentiation

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

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

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

