Quinton Township School District
Physical Education

Grade K

Pacing Chart/Curriculum MAP

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

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

Unit Summary:

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

- **Objectives**:
- The students will be able to stop the ball
- The students will be able to control the ball
- The students will be able to pass the ball
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What is offense?

What is defense?

How does passing benefit our game?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

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

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

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

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

		Goals, Pinnies	
Lesson 3 - Partner Passing	**Curriculum Map**	**Soccer Balls, Cones, Goals, Pinnies**	

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. - Create rubrics/allow students to assist with task, so that all are aware of expectations. - Create modified assessments.	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. - Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

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

Marking Period:	1	Unit Title:	Motor Coordination	Pacing:	7 Days

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

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

Essential Questions:
What is the job of the rover?

How does the time tell us when to move?

What are some exercises we can do?

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

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:
2.5.2.A.1-Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice)

and applied settings (i.e., games, sports, dance, and recreational activities).

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

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

2.5.2.A.2

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

Standard 8.1 Educational Technology:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Red Rover	**Curriculum Map**	**Gym**	• Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - What Time is it Mr. Fox	**Curriculum Map**	**Gym**	

Lesson 3 - Octopus Tag	**Curriculum Map**	**Pinnies,**	
Lesson 4 - Witches Tag	**Curriculum Map**	**Pinnies, Puff Polo Sticks, Orange Ball**	

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

Differentiation			
Special Education	**ELL**	**At Risk**	**Gifted and Talented**
● **RTI**	● **RTI**	● **RTI Tiered Interventions**	● **Organize the curriculum to**

● **Modify and accommodate as listed in student's IEP or 504 plan** ● **Utilize effective amount of wait time** ● **Hold high expectations** ● **Communicate directions clearly and concisely and repeat, reword, modify as necessary.** ● **Utilize open-ended questioning techniques** ● **Utilize scaffolding to support instruction.** ● **Chunk tasks into smaller components** ● **Provide step by step instructions** ● **Model and use visuals as often as possible** ● **Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.** ● **Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.** ● **Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.** ● **Create rubrics/allow students to assist with task, so that all are aware of expectations.** ● **Create modified assessments.** ● **Allow students to utilize online books, when available, to listen to oral recorded reading.** ● **Provide individualized**	● **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**	**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.**	**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).**

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:	2	Unit Title:	Rope Jumping	Pacing:	4 Days

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

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

Essential Questions:

Why is jumping rope healthy?

How does this game help us jump rope?

How do we turn the rope?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

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

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

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

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

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Side jumps, front and back jumps	**Curriculum Map**	**Jump Ropes, Cones**	- Music - Go Noodle - Fitbits - Ipad - SmartBoard App
Lesson 2 - Getting over the rope	**Curriculum Map**	**Jump Ropes, Cones**	
Lesson 3 - Rope Turning	**Curriculum Map**	**Jump Ropes, Cones**	

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

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized

- Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. - Create rubrics/allow students to assist with task, so that all are aware of expectations. - Create modified assessments. - Allow students to utilize online books, when available, to listen to oral recorded reading. - Provide individualized assistance as necessary. - Allow for group work (strategically selected) and collaboration as necessary. - Utilize homework recorder within SIS. - Allow for copies of notes to be shared out. - Utilize assistive technology as appropriate. - Provide meaningful feedback and utilize teachable moments. - Utilize graphic organizers - Introduce/review study skills - Provide reading material at or slightly above students' reading levels. - Utilize manipulatives as necessary.	translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine		resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. - Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

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

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

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

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

Essential Questions:

Why are safety rules important?

Why do we need to know how to dribble?

Why do we dribble with our heads up?

What can I learn from group activities?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

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

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

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

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

2.5.2.A.2

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Introduction to the sport	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	- Music - Go Noodle - Fitbits - Ipad - SmartBoard App
Lesson 2 - Dribble Game	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	
Lesson 3 - Dribbling with head up, changing space, directions	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	
Lesson 4 - Partner Passing	**Curriculum Map**	**Puff Polo Sticks, Pinnies, Cones, Balls**	

Formative Assessment Plan	Summative Assessment Plan

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support	- 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	- 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	- 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

instruction. ● **Chunk tasks into smaller components** ● **Provide step by step instructions** ● **Model and use visuals as often as possible** ● **Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.** ● **Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.** ● **Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.** ● **Create rubrics/allow students to assist with task, so that all are aware of expectations.** ● **Create modified assessments.** ● **Allow students to utilize online books, when available, to listen to oral recorded reading.** ● **Provide individualized assistance as necessary.** ● **Allow for group work (strategically selected) and collaboration as necessary.** ● **Utilize homework recorder within SIS.** ● **Allow for copies of notes to be shared out.** ● **Utilize assistive technology as appropriate.** ● **Provide meaningful feedback and utilize teachable moments.**	● **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**	and RS Plan. ● **Develop a record system to encourage good behavior and completion of work.** ● **Establish a consistent and daily routine.**	knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● **Encourage exposure to, selection and use of appropriate and specialized resources.** ● **Promote self-initiated and self-directed learning and growth.** ● **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.** ● **Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).**

• Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			

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

Unit Summary: In this unit students will be learning a variety of different skills. Students will be participating in activities that will provide basics for dribbling, shooting, and passing the basketball. These skills will help them develop an understanding for the game. This is a great sport that students may participate in for many years, with others, or individually.

- **Objectives**:

- The students will be able to perform proper dribbling cues
- The students will be able to identify different types of passes
- The students will be able to understand the concept of how to score in basketball
- Students will be to interpret data by using a Fitbit.

Essential Questions:

How can we have fun and practice at the same time?

What does it mean to pass the ball?

What are some cues we use for passing?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

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

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

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

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

Standard 8.1 Educational Technology:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Obstacle Race	**Curriculum Map**	**Basketballs, Cones**	• Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Hot Spot	**Curriculum Map**	**Basketballs, Cones**	
Lesson 3 - 21 game	**Curriculum Map**	**Basketballs, Cones**	

Formative Assessment Plan	Summative Assessment Plan
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Anecdotal Notes	

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people,

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.** ● **Establish a consistent and daily routine.**	daily routine		societal institutions, nature and culture. ● **Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).**

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

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

Objectives:
- Students will learn how to successfully complete a log roll
- Students will learn how to successfully complete an egg roll

- Students will learn how to successfully complete a forward roll
- Students will learn how to successfully complete a crab walk
- Students will learn how to successfully complete a sea crawl
- Students will learn how to successfully complete a dog walk
- Students will be to interpret data by using a Fitbit.

Essential Questions:
- What are gymnastics?
- What are some gymnastic movements?
- What strategies would enhance my safety during P.E. class?
- Is tumbling benefiting our muscles?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

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

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

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

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

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

		Materials	
Lesson 1 - Log Roll/ Egg Roll	**Curriculum Map**	**Gym Mats**	- Music - Go Noodle - Fitbits - Ipad - SmartBoard App
Lesson 2 - Forward Rolls	**Curriculum Map**	**Gym Mats**	
Lesson 3 -Dog walk, crab walk, sea walk	**Curriculum Map**	**Gym Mats**	
Lesson 4 - Review Movements	**Curriculum Map**	**Gym Mats**	

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

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

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

Essential Questions:
- What is volleyball?

- What do we need to do in volleyball?
- How do we hit the ball?
- What is the bump?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

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

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

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

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

Standard 8.1 Educational Technology:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Iceberg	**Curriculum Map**	Fuzzy Balls, Nets, Cones, Beach Balls, Balloons	• Music • Go Noodle • Fitbits • Ipad

			● SmartBoard App
Lesson 2 - Keep It Up (Balloon)	**Curriculum Map**	**Fuzzy Balls, Nets, Cones, Beach Balls, Balloons**	
Lesson 3 -Hitting Balloon with Partner	**Curriculum Map**	**Fuzzy Balls, Nets, Cones, Beach Balls, Balloons**	
Lesson 4 - Beach Ball Bash	**Curriculum Map**	**Fuzzy Balls, Nets, Cones, Beach Balls, Balloons**	

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next point of	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. - Continue to offer Accelerated Mathematics 7 (7th grade) and

instruction/differentiated instructional practices. ● **Create rubrics/allow students to assist with task, so that all are aware of expectations.** ● **Create modified assessments.** ● **Allow students to utilize online books, when available, to listen to oral recorded reading.** ● **Provide individualized assistance as necessary.** ● **Allow for group work (strategically selected) and collaboration as necessary.** ● **Utilize homework recorder within SIS.** ● **Allow for copies of notes to be shared out.** ● **Utilize assistive technology as appropriate.** ● **Provide meaningful feedback and utilize teachable moments.** ● **Utilize graphic organizers** ● **Introduce/review study skills** ● **Provide reading material at or slightly above students' reading levels.** ● **Utilize manipulatives as necessary.** ● **Utilize auditory reminders as deemed necessary.** ● **Provide breaks to allow for refocusing as necessary.** ● **Establish a consistent and daily routine.**			**Algebra 1 (8th grade).**

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

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

- **Objectives**:
- The students will learn proper techniques for rolling the ball
- The students will be able to improve accuracy during activity by refining skills
- The students will improve cardiovascular endurance through running during the activity
- Students will be to interpret data by using a Fitbit.

Essential Questions:

What is bowling?

How do we set up the pins?

How can this help us exercise?

What are ways we can monitor our health?

Common Core State Standards/Learning Targets:
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.5.2.B.3 Determine how attitude impacts physical performance.

Standard 8.1 Educational Technology:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Bowling Basics	**Curriculum Map**	**Bowling Balls, Pins, Mats, Cones**	- Music - Go Noodle - Fitbits - Ipad - SmartBoard App
Lesson 2 - How to set up	**Curriculum Map**	**Bowling Balls, Pins, Mats, Cones**	

Lesson 3 - Fitness Bowling	Curriculum Map	Bowling Balls, Pins, Mats, Cones	

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

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

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

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

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

- **Objectives**:
- Students will be able to demonstrate proper throwing mechanics
- Students will be able to successfully throw a baseball to its intended target
- Students will demonstrate how to strike a ball with their foot
- Students will be able to demonstrate proper cues for catching
- Students will be to interpret data by using a Fitbit.

Essential Questions:
- What is the proper way to catch a ball?
- How does this game help us improve throwing?

- How can we use our skills and apply them to this game?
- What is the proper way to throw a ball?
- What are ways we can monitor our health?

Common Core State Standards/Learning Targets:

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

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

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

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

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

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

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

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

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

Standard 8.1 Educational Technology:

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

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

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

Formative Assessment Plan	Summative Assessment Plan
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
● **RTI** ● **Modify and accommodate as listed in student's IEP or 504 plan** ● **Utilize effective amount of wait time** ● **Hold high expectations** ● **Communicate directions clearly and concisely and repeat, reword, modify as necessary.**	● **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**	● **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**	● **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.**

- Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. - Create rubrics/allow students to assist with task, so that all are aware of expectations. - Create modified assessments. - Allow students to utilize online books, when available, to listen to oral recorded reading. - Provide individualized assistance as necessary. - Allow for group work (strategically selected) and collaboration as necessary. - Utilize homework recorder within SIS. - Allow for copies of notes to be shared out. - Utilize assistive technology as appropriate.	- 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	- 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.	- 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).

• **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.**			