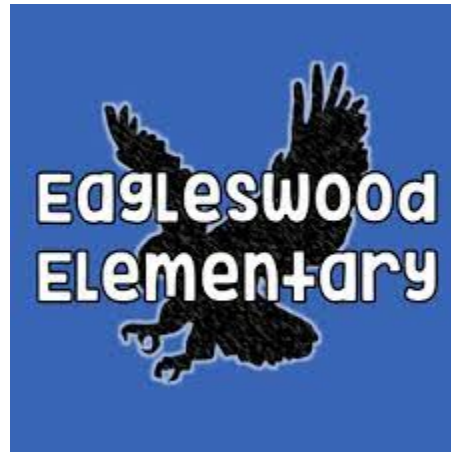


Eagleswood Township Elementary  
School District



Physical Education Curriculum

Grades K-2

Adopted by the Eagleswood  
Board Of Education  
August 15, 2022

Content Area: Physical Education  
Grade Levels: Kindergarten, 1st Grade, 2nd Grade  
Date Created: August 2022  
Author(s): H. Wawrzyniak

### Pacing Guide

Unit 1: Fundamental Movement	6 Weeks
Unit 2: Ball Handling	6 Weeks
Unit 3: Individual and Dual Activities	6 Weeks
Unit 4: Rhythmic Activities and Dance	6 Weeks
Unit 5: Low Organized Games and Activities	6 Weeks

### Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs) for Health

#### NJSLs for ELA

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### NJSLS for Visual and Performing Arts

- 1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
- 1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

#### NJSLS for Social Studies

- Demonstrate an understanding of rules by following most classroom routines.
- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- Demonstrate responsibility by initiating simple classroom tasks and jobs.
- Demonstrate appropriate behavior when collaborating with others.
- Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- Learn about and respect other cultures within the classroom and community.
- Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

#### NJSLS for Technology

- Use digital tools and online resources to explore a problem or issue.
- Brainstorm ideas on how to solve a problem.

#### NJSLS for 21st Century Life and Careers (standard 9)

- CRP3. Attend to personal health and financial well-being.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Unit 1- Fundamental Movement**

#### **Standards & Indicators for Health and Physical Education**

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

**Central Idea/Enduring Understanding**

Students will gain an...

- Understanding of movement concepts, such as spatial awareness, helps improve performance and supports wellness.
- Understanding of fitness concepts and skills and integrating them into everyday routines supports wellness.

**Guiding Questions**

- How can moving around help me be healthy?
- How can I make movement more fun?
- How can my movements affect someone else?
- How can I show good sportsmanship?

**Content**

- Movement skills to support wellness such as yoga animal stretches, and breathing techniques
- Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping
- Safety rules to use in an active environment
- The importance of being active daily
- What it means to demonstrate good sportsmanship

**Skills (Objectives)**

- Learners will be able to demonstrate the idea of directionality and laterality in sequence.
- Learners will be able to demonstrate good sportsmanship.
- Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities.

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Student demonstrations during activities</li> <li>● Class discussion of Essential Questions</li> <li>● Self-Assessments</li> <li>● Peer Assessments</li> <li>● Turn and Talk</li> <li>● Various Class Activities and Games</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student/Teacher Conference</li> </ul>
<p><b>Learning Opportunities/Strategies</b></p> <ul style="list-style-type: none"> <li>● Movement skills to support wellness such as: breathing techniques, yoga (especially animal yoga for kids), stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups)</li> <li>● Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities</li> <li>● Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations</li> <li>● Review Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, obstacle courses</li> <li>● Review Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Reference Books</li> <li>● Internet</li> <li>● DVD's</li> <li>● Music Selection</li> <li>● PE Equipment</li> <li>● Reference Books</li> <li>● Music Selection</li> </ul>

<p><b>Unit 2- Ball Handling</b></p>
<p><b>Standards &amp; Indicators for Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li> </ul>

- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

**Central Idea/Enduring Understanding**

Students will gain an...

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

**Guiding Questions**

- What are different ways we can use a ball in physical activity?

**Content**

- Ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

**Skills (Objectives)**

- Demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

**Performance Task(s):**

- Student demonstrations during activities
- Class discussion of Essential Questions
- Self-Assessments
- Peer Assessments
- Turn and Talk

**Other Evidence**

- Teacher Observation
- Student/Teacher Conference

<ul style="list-style-type: none"> <li>• Various Class Activities and Games</li> </ul>	
<p><b>Learning Opportunities/Strategies</b></p> <ul style="list-style-type: none"> <li>• Kicking: stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets, for distance and accuracy</li> <li>• Catching: self-thrown and tossed ball, from a rebound, from a kick</li> <li>• Throwing: overhand, underhand, and at a target, using various speeds, using weight transfer and stepping to throw</li> <li>• Striking: moving ball, ball in hand, with/without a rebound, using various body parts</li> <li>• Dribbling: one hand, two hand, stationary, while on the move, continuously</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Reference Books</li> <li>• Internet</li> <li>• DVD's</li> <li>• Music Selection</li> <li>• PE Equipment</li> <li>• Reference Books</li> <li>• Music Selection</li> </ul>

<p><b>Unit 3- Individual and Dual Activities</b></p>	
<p><b>Standards &amp; Indicators for Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>• 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>• 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li> <li>• 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</li> <li>• 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</li> <li>• 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>• 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>• 2.2.2.MSC.8: Explain the difference between offense and defense.</li> <li>• 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>• 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>• 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li> <li>• 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> <li>• 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</li> </ul>	

<ul style="list-style-type: none"> <li>● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li> <li>● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> <li>● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</li> </ul>	
<p><b>Central Idea/Enduring Understanding</b> Students will gain an...</p> <ul style="list-style-type: none"> <li>● Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity</li> </ul>	<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● How can moving around help me be healthy?</li> <li>● How can I make movement more fun?</li> </ul>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity</li> </ul>	<p><b>Skills (Objectives)</b></p> <ul style="list-style-type: none"> <li>● Participate in activities using various manipulatives and motor skills patterns.</li> </ul>
<p><b>Performance Task(s)</b></p> <ul style="list-style-type: none"> <li>● Student demonstrations during activities</li> <li>● Class discussion of Essential Questions</li> <li>● Self-Assessments</li> <li>● Peer Assessments</li> <li>● Turn and Talk</li> <li>● Various Class Activities and Games</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student/Teacher Conference</li> </ul>
<p><b>Learning Opportunities/Strategies</b></p> <ul style="list-style-type: none"> <li>● Obstacle Course</li> <li>● Jumping: rope, lines, half and full swing</li> <li>● Scooter Games</li> <li>● Hoop Games</li> <li>● Bean Bag Games</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Reference Books</li> <li>● Internet</li> <li>● DVD's</li> <li>● Music Selection</li> <li>● PE Equipment</li> <li>● Reference Books</li> <li>● Music Selection</li> </ul>

#### Unit 4- Rhythmic Activities and Dance

**Standards & Indicators for Health and Physical Education**

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).



- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

<p><b>Central Idea/Enduring Understanding</b> Students will gain an...</p> <ul style="list-style-type: none"> <li>● Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul>	<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● What are different ways you can move to different rhythms?</li> </ul>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style</li> </ul>	<p><b>Skills (Objectives)</b></p> <ul style="list-style-type: none"> <li>● Demonstrate a response to music using different apparatus</li> <li>● Demonstrate a line dance such as the Cha Cha Slide</li> </ul>
<p><b>Performance Task(s)</b></p> <ul style="list-style-type: none"> <li>● Student demonstrations during activities</li> <li>● Class discussion of Essential Questions</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student/Teacher Conference</li> </ul>

<ul style="list-style-type: none"> <li>● Self-Assessments</li> <li>● Peer Assessments</li> <li>● Turn and Talk</li> <li>● Various Class Activities and Games</li> </ul>	
<p><b>Learning Opportunities/Strategies</b></p> <ul style="list-style-type: none"> <li>● Apparatus: hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls</li> <li>● Singing Games &amp; Action Songs Expressive &amp; Creative Rhythms (fast/slow, high/low)</li> <li>● Zumba for Kids Rhythmic Exercises: marching, aerobics</li> <li>● Simple Line Dances</li> <li>● Square Dances</li> <li>● Partner Dance</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Reference Books</li> <li>● Internet</li> <li>● DVD's</li> <li>● Music Selection</li> <li>● PE Equipment</li> <li>● Reference Books</li> <li>● Music Selection</li> </ul>

<p><b>Unit 5- Low Organized Games and Activities</b></p>	
<p><b>Standards &amp; Indicators for Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).</li> <li>● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li> <li>● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</li> <li>● 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</li> <li>● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>● 2.2.2.MSC.8: Explain the difference between offense and defense.</li> <li>● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>● 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>● 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li> <li>● 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> <li>● 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</li> <li>● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li> </ul>	

<ul style="list-style-type: none"> <li>● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> <li>● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</li> </ul>	
<p><b>Central Idea/Enduring Understanding</b> Students will gain an...</p> <ul style="list-style-type: none"> <li>● Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</li> <li>● Understanding that following rules, simple strategies, and practicing helps improve skill</li> </ul>	<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● How can practicing something help me get better at it?</li> <li>● What are rules I should follow when playing games in class?</li> <li>● Why is it important to cooperate with other students when playing games in class?</li> </ul>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● That simple strategies and practice help improves skills over time</li> <li>● The importance of listening, following directions, and safety rules to use in an active environment</li> <li>● The importance of being active daily</li> <li>● The importance of cooperating with others during activities</li> </ul>	<p><b>Skills (Objectives)</b></p> <ul style="list-style-type: none"> <li>● Use listening skills and safety awareness skills while participating in both individual and group games and activities</li> <li>● Explain the importance of practicing skills in order to improve them</li> <li>● Follow rules when playing games and activities during class</li> <li>● State the importance of cooperating with others during games and play</li> </ul>
<p><b>Performance Task(s)</b></p> <ul style="list-style-type: none"> <li>● Student demonstrations during activities</li> <li>● Class discussion of Essential Questions</li> <li>● Self-Assessments</li> <li>● Peer Assessments</li> <li>● Turn and Talk</li> <li>● Various Class Activities and Games</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student/Teacher Conference</li> </ul>
<p><b>Learning Opportunities/Strategies</b></p> <ul style="list-style-type: none"> <li>● Chasing, fleeing, and dodging games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc.</li> <li>● Scooter games such as: Scootermania, Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships</li> <li>● Ball Games: 3-Ball, Crab Soccer, Bridge Ball, Name-It Ball</li> <li>● Mixed Activities: Steal the Bacon, Five Pin Soccer, relay games, net games, cage ball, agility games</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Reference Books</li> <li>● Internet</li> <li>● DVD's</li> <li>● Music Selection</li> <li>● PE Equipment</li> <li>● Reference Books</li> <li>● Music Selection</li> </ul>

<b>Differentiation</b>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Lesson/Skill Extension  Peer Assistant	Peer Partners	Peer Assistant  Rewording of Directions  Varying sizes and type of equipment	SIOP Strategies  Modeling  Simplify Directions  Varying sizes and type of equipment

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

## Accommodations for Various Learners

### Students that are English Language Learners:

1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words
4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
7. Use visuals to explain ideas
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

### Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving

5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

**Students listed as Gifted & Talented:**

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

**Students with 504 Plans:**

**Environmental Strategies**

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction

**Behavioral Strategies**

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences

- Provide sensory breaks
- Provide a written or picture schedule

**Presentation Strategies**

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skills strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

**Organizational Strategies**

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

**Evaluation Methods**

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

**Students that are At Risk:**

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies
7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

## **Standard 8: Technology**

New Jersey's Technology Standards consist of

8.1 Educational Technology and

8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life.

Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the ability to build and create knowledge and new technologies. Not all students will be programmers, but they should have an understanding of how computational thinking can build knowledge and control technology.

[New Jersey Student Learning Standards \(Technology\)](#)

[Additional content-specific information](#)

## **Standard 9: 21st Century Life and Careers**

*As required by the New Jersey Department of education, teachers in all content areas will integrate the 21<sup>st</sup> Century Life and Career Standards. As the NJDOE states:* In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

**Mission:** *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

**Vision:** To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The links below contain the resources needed to guide teacher practice.

<http://www.state.nj.us/education/aps/cccs/career/>

<http://www.state.nj.us/education/cccs/2014/career/>

## **Universal Design**

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)



## Universal Design for Learning

### Recognition Networks

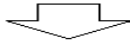
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways



**Principle #1:  
Provide Multiple Means of  
Representation**

### Strategic Networks

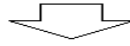
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



**Principle #2:  
Provide Multiple Means of  
Action and Expression**

### Affective Networks

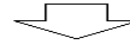
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning



**Principle #3:  
Provide Multiple Means of  
Engagement**