

# Kenilworth Public Schools

## Curriculum Guide

Content Area: Physical Education

Grade: K-2

BOE Approved: 1/14/2013

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Submitted by: Melissa Geoghan

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# Physical Education – Kindergarten Scope and Sequence

Unit 1- Spatial Awareness and Movement	Unit 2- Movement	Unit 3- Games and Activities	Unit 4- Dance and Rhythmic Activities	Unit 5- Throwing and Catching	Unit 6- Personal Health and Wellness
Weeks 1-6	Weeks 7-11	Weeks 12-20	Weeks 21-25	Weeks 26-31	Weeks 31-38
<p><i>Unit Description:</i></p> <p>The students will develop an understanding of movement in personal and general space.</p>	<p><i>Unit Description:</i></p> <p>The students will be able to use movement concepts throughout the gymnasium.</p>	<p><i>Unit Description:</i></p> <p>The students will participate in modified games and activities.</p>	<p><i>Unit Description:</i></p> <p>The students will be able to show expression through rhythm and dance.</p>	<p><i>Unit Description:</i></p> <p>The students will be able to use eye-hand coordination to execute throwing and catching movements.</p>	<p><i>Unit Description:</i></p> <p>The students will develop lifelong fitness habits.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>• Develop and refine gross motor skills (e.g., hopping,</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</li> <li>• Developing competence and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>• Use objects and props to develop spatial and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>• Use objects and props to develop spatial and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and</li> </ul>

<p>galloping, jumping, running, and marching).</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping,</li> </ul>	<p>conventional manner).</p> <ul style="list-style-type: none"> <li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes</li> </ul>	<p>confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the</li> </ul>	<p>coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Explain and perform movement skills with developmentally appropriate control</li> </ul>	<p>coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Explain and perform movement skills with developmentally appropriate control</li> </ul>	<p>marching).</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> </ul>
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<p>running, and marching.)</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> </ul>	<p>gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Explain the role of regular physical activity in relation</li> </ul>	<p>hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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</li> </ul>	<p>in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <ul style="list-style-type: none"> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate</li> </ul>	<p>in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <ul style="list-style-type: none"> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>
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<p>directions, ranges, and pathways.</p> <ul style="list-style-type: none"> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>	<p>to personal health.</p>	<p>recreational activities).</p> <ul style="list-style-type: none"> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness</li> </ul>	<p>to vigorous age-appropriate activities that promote fitness.</p> <ul style="list-style-type: none"> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>	<p>to vigorous age-appropriate activities that promote fitness.</p> <ul style="list-style-type: none"> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>	
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		goal and monitor progress towards achievement of the goal.			
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# Physical Education – Grade Kindergarten Unit One

<b>Unit title:</b> Spatial Awareness & Movement	
<b>Unit summary:</b> The students will develop an understanding of movement in personal and general space.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
<b>Big Idea:</b> The ability to move through personal and general space.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What should students learn from Physical Education?</li> <li>• What is the importance of locomotor and non-locomotor skills?</li> <li>• Why is it important to understand personal space?</li> <li>• How can locomotor and non-locomotor skills improve physical fitness?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To achieve a healthy lifestyle, you must value physical activity.</li> <li>• Locomotor and non-locomotor skills lead to body awareness and control.</li> <li>• Personal space is an important life-long concept.</li> <li>• All students will apply health and skill-related fitness concepts to maintain a healthy, active lifestyle.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls</li> </ul>	

and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

### Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Locomotor warm-ups</li> <li>• Locomotor and non-locomotor tag games</li> <li>• Personal and general space</li> </ul>	Weeks 1-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Cones</li> <li>• Pinnies</li> <li>• Jump ropes</li> <li>• Hula hoops</li> <li>• Bean bags</li> <li>• Balls</li> <li>• Polyspots</li> </ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology



- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

# Physical Education – Grade Kindergarten Unit Two

<b>Unit title:</b> Movement	
<b>Unit summary:</b> The students will be able to use movement concepts throughout the gymnasium.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
<b>Big Idea:</b> The ability to move through personal and general space.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What should students learn from Physical Education?</li> <li>• What is the importance of locomotor and non-locomotor skills?</li> <li>• Why is it important to understand personal space?</li> <li>• How can locomotor and non-locomotor skills improve physical fitness?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To achieve a healthy lifestyle, you must value physical activity.</li> <li>• Locomotor and non-locomotor skills lead to body awareness and control.</li> <li>• Personal space is an important life-long concept.</li> <li>• All students will apply health and skill-related fitness concepts to maintain a healthy, active lifestyle.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> </ul>	

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

### Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Locomotor warm-ups</li> <li>• Locomotor and non-locomotor tag games</li> <li>• Personal and general space</li> </ul>	Weeks 7-11
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Cones</li> <li>• Pinnies</li> <li>• Jump ropes</li> <li>• Hula hoops</li> <li>• Bean bags</li> <li>• Balls</li> <li>• Polyspots</li> </ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade Kindergarten Unit Three

<b>Unit title:</b> Games and Activities	
<b>Unit summary:</b> The students will participate in modified games and activities.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
<b>Big Idea:</b> Students will develop a basic physical skills to allow them to participate in a variety of related activities that will provide them an understanding of how to socialize, interact, and communicate.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What defines a recreational activity?</li> <li>• How do recreational games increase the fitness level of each individual?</li> <li>• What are the cultural differences in recreational games?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• An activity that refreshes one’s mind or body.</li> <li>• Understanding how recreational games and activities can effect and benefit the overall health of an individual.</li> <li>• Understanding and respecting the cultures and origins of the games.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and</li> </ul>	

marching.)

- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Tag games</li><li>• Kickball</li><li>• Relay races</li><li>• Scooter activities</li><li>• Rock climbing</li></ul>	Weeks 12-20
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Pinnies</li><li>• Scooters</li><li>• Polyspots</li><li>• Cones</li><li>• Music</li><li>• Balls</li><li>• Bases</li><li>• Rockwall</li></ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade Kindergarten Unit Four

<b>Unit title:</b> Dance & Rhythmic Activities	
<b>Unit summary:</b> The students will be able to show expression through rhythm and dance.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
<b>Big Idea:</b> The students show expression in rhythm and dance.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the benefits to dance?</li> <li>• What is the importance of rhythm and dance?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Dance can be a cardiovascular, body and spatial awareness activity.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> </ul>	



## Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

## Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Animal dancing</li><li>• Line dances</li><li>• Cultural dances</li></ul>	Weeks 21-25
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Music</li><li>• XBOX Kinect</li><li>• Television</li><li>• Radio</li><li>• Speaker</li></ul>	

## Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills

- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

# Physical Education – Grade Kindergarten Unit Five

<b>Unit title:</b> Throwing & Catching	
<b>Unit summary:</b> The students will be able to use eye-hand coordination to execute throwing and catching movements	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
<b>Big Idea:</b> The skills of throwing and catching will be utilized throughout a lifetime in multiple sports.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is proper throwing and catching technique important?</li> <li>• How does throwing and catching relate to different sports and activities?</li> <li>• How can one improve eye-hand coordination?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Throwing and catching can be utilized throughout a lifetime in multiple sports.</li> <li>• Through an involvement of physical activities skill development can improve.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses</li> </ul>	

smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Throwing at targets</li> <li>• Throwing with partners</li> <li>• Throwing against the wall</li> <li>• Throwing and catching to self</li> <li>• Bowling</li> <li>• Spud</li> <li>• Newcomb</li> <li>• Partner challenges</li> </ul>	Weeks 26-31
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Frisbees</li> <li>• Different size and types of balls</li> <li>• Bean bags</li> <li>• Hula hoops</li> <li>• Crates</li> <li>• Cones</li> <li>• Polyspots</li> <li>• Bowling pins</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,**

## and Gifted & Talented Students

### Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

# Physical Education – Grade Kindergarten Unit Six

<b>Unit title:</b> Personal Health & Wellness	
<b>Unit summary:</b> The students will develop lifelong fitness habits	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
<b>Big Idea:</b> Life-long health and wellness impacts the students' well-being.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why are nutritional goals important?</li> <li>• What are the benefits of being physically fit?</li> <li>• Why is lifelong wellness important?</li> <li>• Why is it important to have fitness goals?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Proper nutrition helps maintain a positive, healthy lifestyle.</li> <li>• It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities.</li> <li>• It is important to be physically active outside of P.E. class.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> </ul>	

- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Circuit training</li> <li>• Lesson on lifelong wellness – include heart health, cardiovascular endurance, and body composition.</li> <li>• Lesson on personal hygiene (male and female.)</li> <li>•</li> </ul>	Weeks 32-38
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Hand-outs</li> <li>• Video</li> </ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



# Physical Education – Grade 1 Scope and Sequence

Unit 1- Spatial Awareness and Movement	Unit 2- Throwing and Catching	Unit 3- Games and Activities	Unit 4- Dance and Rhythmic Activities	Unit 5- Personal Health and Wellness	Unit 6- Volleyball
Weeks 1-2	Weeks 7-11	Weeks 12-18	Weeks 19-21	Weeks 22-25	Weeks 26-31
<p><i>Unit Description:</i></p> <p>The students will develop an understanding of movement in personal and general space.</p>	<p><i>Unit Description:</i></p> <p>The students will be able to use eye-hand coordination to execute throwing and catching movements</p>	<p><i>Unit Description:</i></p> <p>The students will participate in modified games and activities.</p>	<p><i>Unit Description:</i></p> <p>The students will be able to show expression through rhythm and dance.</p>	<p><i>Unit Description:</i></p> <p>The students will develop lifelong fitness habits.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concepts that will enable them to participate in volleyball.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• Develop and refine fine motor skills (e.g., completes</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</li> <li>• Develop and refine</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping,</li> </ul>

<p>complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles,</li> </ul>	<p>gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more</li> </ul>	<p>gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills</li> </ul>	<p>different sized beads, and buttons and unbuttons.)</p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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).</li> </ul>	<p>complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles,</li> </ul>	<p>running, and marching).</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and</li> </ul>
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<p>uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>	<p>complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> </ul>	<p>(e.g., hopping, galloping, jumping, running, and marching.)</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards</li> </ul>	<p>uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>	<p>marching.)</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges,</li> </ul>
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<ul style="list-style-type: none"> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>		<p>general space at different levels, directions, ranges, and pathways.</p> <ul style="list-style-type: none"> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>	<p>achievement of the goal.</p>	<ul style="list-style-type: none"> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>	<p>and pathways.</p> <ul style="list-style-type: none"> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> </ul>
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# Physical Education – Grade 1 Unit One

<b>Unit title:</b> Spatial Awareness & Movement	
<b>Unit summary:</b> The students will develop an understanding of movement in personal and general space.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> The ability to move through personal and general space.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What should students learn from Physical Education?</li> <li>• What is the importance of locomotor and non-locomotor skills?</li> <li>• Why is it important to understand personal space?</li> <li>• How can locomotor and non-locomotor skills improve physical fitness?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To achieve a healthy lifestyle, you must value physical activity.</li> <li>• Locomotor and non-locomotor skills lead to body awareness and control.</li> <li>• Personal space is an important life-long concept.</li> <li>• All students will apply health and skill-related fitness concepts to maintain a healthy, active lifestyle.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a</li> </ul>	

conventional manner).

- Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Locomotor warm-ups</li> <li>• Locomotor and non-locomotor tag games</li> <li>• Personal and general space</li> </ul>	Weeks 1-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Cones</li> <li>• Pinnies</li> </ul>	

- Jump ropes
- Hula hoops
- Bean bags
- Balls
- Polyspots

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

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- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 1 Unit Two

<b>Unit title:</b> Throwing & Catching	
<b>Unit summary:</b> The students will be able to use eye-hand coordination to execute throwing and catching movements	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> The skills of throwing and catching will be utilized throughout a lifetime in multiple sports.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is proper throwing and catching technique important?</li> <li>• How does throwing and catching relate to different sports and activities?</li> <li>• How can one improve eye-hand coordination?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Throwing and catching can be utilized throughout a lifetime in multiple sports.</li> <li>• Through an involvement of physical activities skill development can improve.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> </ul>	



- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Throwing at targets</li> <li>• Throwing with partners</li> <li>• Throwing against the wall</li> <li>• Throwing and catching to self</li> <li>• Bowling</li> <li>• Spud</li> <li>• Newcomb</li> <li>• Partner challenges</li> </ul>	Weeks 7-11
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Frisbees</li> </ul>	

- Different size and types of balls
- Bean bags
- Hula hoops
- Crates
- Cones
- Polyspots
- Bowling pins

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

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- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
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- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 1 Unit Three

<b>Unit title:</b> Games and Activities	
<b>Unit summary:</b> The students will participate in modified games and activities.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Students will develop a basic physical skills to allow them to participate in a variety of related activities that will provide them an understanding of how to socialize, interact, and communicate.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What defines a recreational activity?</li> <li>• How do recreational games increase the fitness level of each individual?</li> <li>• What are the cultural differences in recreational games?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• An activity that refreshes one’s mind or body.</li> <li>• Understanding how recreational games and activities can effect and benefit the overall health of an individual.</li> <li>• Understanding and respecting the cultures and origins of the games.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	

beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Tag games</li> <li>• Kickball</li> <li>• Relay races</li> <li>• Scooter activities</li> <li>• Rock climbing</li> </ul>	Weeks 12-18
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Pinnies</li> <li>• Scooters</li> </ul>	

- Polyspots
- Cones
- Music
- Balls
- Bases
- Rockwall

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 1 Unit Four

<b>Unit title:</b> Dance & Rhythmic Activities	
<b>Unit summary:</b> The students will be able to show expression through rhythm and dance.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> The students show expression in rhythm and dance.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the benefits to dance?</li> <li>• What is the importance of rhythm and dance?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Dance can be a cardiovascular, body and spatial awareness activity.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> </ul>	

- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Animal dancing</li> <li>• Line dances</li> <li>• Cultural dances</li> </ul>	Weeks 19-21
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Music</li> <li>• XBOX Kinect</li> <li>• Television</li> <li>• Radio</li> <li>• Speaker</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
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- Use of prompts
- Modification of content and student products
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- Authentic assessments

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- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Physical Education – Grade 1 Unit Five

<b>Unit title:</b> Personal Health & Wellness	
<b>Unit summary:</b> The students will develop lifelong fitness habits	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Life-long health and wellness impacts the students' well-being.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why are nutritional goals important?</li> <li>• What are the benefits of being physically fit?</li> <li>• Why is lifelong wellness important?</li> <li>• Why is it important to have fitness goals?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Proper nutrition helps maintain a positive, healthy lifestyle.</li> <li>• It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities.</li> <li>• It is important to be physically active outside of P.E. class.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	

beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
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- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Circuit training</li> <li>• Lesson on lifelong wellness – include heart health, cardiovascular endurance, and body composition.</li> <li>• Lesson on personal hygiene (male and female.)</li> </ul>	Weeks 22-25
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Hand-outs</li> <li>• Video</li> </ul>	

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

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- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 1 Unit Six

<b>Unit title:</b> Volleyball	
<b>Unit summary:</b> The students will understand basic skills and concepts that will enable them to participate in volleyball.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Volleyball will enable students to interact physically, socially, and competitively throughout their lifetime.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the importance of eye-hand coordination in volleyball?</li> <li>• Why is it important to display good sportsmanship during cooperative play?</li> <li>• How is body control important to the game of volleyball?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Eye-hand coordination is an important facet in all elements of volleyball.</li> <li>• Life lessons will be learned through sportsmanship and cooperatively play.</li> <li>• Being able to have good spatial awareness and body control is paramount in being successful in volleyball.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	

beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
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- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation
- Skills Test

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Introduction to rules involved in game.</li> <li>• Introduction to basic skills involved in volleyball (bumping, setting, serving.)</li> <li>• Group skill work.</li> <li>• Incorporate offensive and defensive positions and strategies.</li> <li>• Incorporate proper rotation.</li> <li>• Participate in modified games.</li> </ul>	Weeks 26-31
<i>Teacher Resources</i>	<i>Teacher Note</i>

- Volleyballs
- Volleyball standers and nets
- Court boundary markings
- Cones

Modifications:  
Softer and/or larger ball  
Colored volleyballs

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

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- Modification of content and student products
- Testing accommodations
- Authentic assessments

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- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 1 Unit Seven

<b>Unit title:</b> Physical Fitness Testing	
<b>Unit summary:</b> The students will participate in national fitness testing to measure cardiovascular endurance, muscular endurance, strength flexibility, and stability.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Through physical fitness testing students will be able to assess their own levels of physical fitness and be made aware of areas for improvement.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does the Presidential Fitness Challenge impact an individual?</li> <li>• Why is it important to maintain a good level of physical fitness?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The students will be able to assess strengths and weaknesses in physical fitness.</li> <li>• It is important to maintain a healthy level of physical fitness because it will lead to a productive life.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls</li> </ul>	

and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
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- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Physical fitness testing

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation
- Skills Test

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Presidential fitness challenge tests: one mile run, sit-ups, pull-ups</li> </ul>	Weeks 32-38
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Presidential fitness challenge handbook</li> <li>• Online information</li> </ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners,



## and Gifted & Talented Students

### Examples of Strategies and Practices that Support Students with Disabilities:

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- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

# Physical Education – Grade 2 Scope and Sequence

Unit 1- Spatial Awareness and Movement	Unit 2- Soccer	Unit 3- Games and Activities	Unit 4- Basketball	Unit 5- Personal Health and Wellness	Unit 6- Volleyball
Weeks 1-2	Weeks 3-8	Weeks 9-14	Weeks 15-21	Weeks 22-25	Weeks 26-31
<p><i>Unit Description:</i></p> <p>The students will develop an understanding of movement in personal and general space.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concepts that will enable them to participate in soccer activities.</p>	<p><i>Unit Description:</i></p> <p>The students will participate in modified games and activities.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concepts that will enable them to participate in basketball.</p>	<p><i>Unit Description:</i></p> <p>The students will develop lifelong fitness habits.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concepts that will enable them to participate in volleyball.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• Develop and refine fine motor skills (e.g., completes</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</li> <li>• Develop and refine</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping,</li> </ul>

<p>complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles,</li> </ul>	<p>gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more</li> </ul>	<p>gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills</li> </ul>	<p>beads, and buttons and unbuttons.)</p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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).</li> <li>• Demonstrate</li> </ul>	<p>complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles,</li> </ul>	<p>running, and marching).</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and</li> </ul>
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<p>uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>	<p>complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> </ul>	<p>(e.g., hopping, galloping, jumping, running, and marching.)</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and</li> </ul>	<p>changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <ul style="list-style-type: none"> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the</li> </ul>	<p>uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>	<p>marching.)</p> <ul style="list-style-type: none"> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges,</li> </ul>
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<ul style="list-style-type: none"> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>		<p>general space at different levels, directions, ranges, and pathways.</p> <ul style="list-style-type: none"> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>	<p>goal.</p>	<ul style="list-style-type: none"> <li>• Correct movement errors in response to feedback</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>	<p>and pathways.</p> <ul style="list-style-type: none"> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• Correct movement errors in response to feedback</li> </ul>
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Unit 7-

## Physical Fitness Testing

Weeks 32-38

### *Unit Description:*

The students will participate in national fitness testing to measure cardiovascular endurance, muscular endurance, strength flexibility, and stability.

### *Unit Targets:*

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of

writing instruments in a conventional manner).

- Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments

in a conventional manner).

- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of



regular physical activity in relation to personal health.

- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

# Physical Education – Grade 2 Unit One

<b>Unit title:</b> Spatial Awareness & Movement	
<b>Unit summary:</b> The students will develop an understanding of movement in personal and general space.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> : 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> The ability to move through personal and general space.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What should students learn from Physical Education?</li> <li>• What is the importance of locomotor and non-locomotor skills?</li> <li>• Why is it important to understand personal space?</li> <li>• How can locomotor and non-locomotor skills improve physical fitness?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To achieve a healthy lifestyle, you must value physical activity.</li> <li>• Locomotor and non-locomotor skills lead to body awareness and control.</li> <li>• Personal space is an important life-long concept.</li> <li>• All students will apply health and skill-related fitness concepts to maintain a healthy, active lifestyle.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a</li> </ul>	

conventional manner).

- Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Locomotor warm-ups</li><li>• Locomotor and non-locomotor tag games</li><li>• Personal and general space</li></ul>	Weeks 1-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Cones</li><li>• Pinnies</li></ul>	

- Jump ropes
- Hula hoops
- Bean bags
- Balls
- Polyspots

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 2 Unit Two

<b>Unit title:</b> Soccer	
<b>Unit summary:</b> The students will understand basic skills and concepts that will enable them to participate in soccer activities.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> : 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Soccer will enable students to interact physically, socially, and competitively throughout their lifetime.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the importance of eye-foot coordination in soccer?</li> <li>• Why is it important to display good sportsmanship during cooperative play?</li> <li>• How is body control important to the game of soccer?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Eye-foot coordination is an important facet in all elements of basketball.</li> <li>• Life lessons will be learned through sportsmanship and cooperative play.</li> <li>• Being able to have good spatial awareness and body control is paramount in being successful in soccer.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	

beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Introduction to rules involved in game.</li><li>• Introduction to basic skills involved in soccer (dribbling, passing, shooting, trapping, kicking.)</li><li>• Group skill work</li><li>• Incorporate proper rotation</li><li>• Participate in modified games</li></ul>	Weeks 3-8
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Soccer balls</li><li>• Nets</li></ul>	

- Pinnies
- Cones
- Goals

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 2 Unit Three

<b>Unit title:</b> Games and Activities	
<b>Unit summary:</b> The students will participate in modified games and activities.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, English, Science, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Students will develop a basic physical skills to allow them to participate in a variety of related activities that will provide them an understanding of how to socialize, interact, and communicate.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What defines a recreational activity?</li> <li>• How do recreational games increase the fitness level of each individual?</li> <li>• What are the cultural differences in recreational games?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• An activity that refreshes one’s mind or body.</li> <li>• Understanding how recreational games and activities can effect and benefit the overall health of an individual.</li> <li>• Understanding and respecting the cultures and origins of the games.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	



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- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
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- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Tag games</li><li>• Kickball</li><li>• Relay races</li><li>• Scooter activities</li><li>• Rock climbing</li></ul>	Weeks 9-14
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Pinnies</li><li>• Scooters</li></ul>	

- Polyspots
- Cones
- Music
- Balls
- Bases
- Rockwall

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- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 2 Unit Four

<b>Unit title:</b> Basketball	
<b>Unit summary:</b> The students will understand basic skills and concepts that will enable them to participate in basketball.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Basketball will enable students to interact physically, socially, and competitively throughout their lifetime.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the importance of eye-hand coordination in basketball?</li> <li>• Why is it important to display good sportsmanship during cooperative play?</li> <li>• How is body control important to the game of basketball?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Eye-hand coordination is an important facet in all elements of basketball.</li> <li>• Life lessons will be learned through sportsmanship and cooperative play.</li> <li>• Being able to have good spatial awareness and body control is paramount in being successful in basketball.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls</li> </ul>	

and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation
- Skills Test

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Introduction to rules involved in game.</li> <li>• Introduction to basic skills involved in basketball (shooting, passing, defense.)</li> <li>• Group skill work</li> <li>• Incorporate proper rotation</li> <li>• Participate in modified games</li> </ul>	Weeks 15-21
<i>Teacher Resources</i>	<i>Teacher Note</i>

- Basketballs
- Basketball hoops
- Court boundary markers
- Pinnies

Modifications:  
Softer and/or larger basketballs  
Colored basketballs

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 2 Unit Five

<b>Unit title:</b> Personal Health & Wellness	
<b>Unit summary:</b> The students will develop lifelong fitness habits.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Life-long health and wellness impacts the students' well-being.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why are nutritional goals important?</li> <li>• What are the benefits of being physically fit?</li> <li>• Why is lifelong wellness important?</li> <li>• Why is it important to have fitness goals?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Proper nutrition helps maintain a positive, healthy lifetime.</li> <li>• It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities.</li> <li>• It is important to be physically active outside of P.E. class.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	

beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Circuit training</li> <li>• Lesson on lifelong wellness – include heart health, cardiovascular endurance, and body composition.</li> <li>• Lesson on personal hygiene (male and female.)</li> </ul>	Weeks 22-25
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Video</li> </ul>	Modifications: Softer and/or larger basketballs

### Differentiating Instruction:

## Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Physical Education – Grade 2 Unit Six

<b>Unit title:</b> Volleyball	
<b>Unit summary:</b> The students will understand basic skills and concepts that will enable them to participate in volleyball.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, History	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Volleyball will enable students to interact physically, socially, and competitively throughout their lifetime.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the importance of eye-hand coordination in volleyball?</li> <li>• Why is it important to display good sportsmanship during cooperative play?</li> <li>• How is body control important to the game of volleyball?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Eye-hand coordination is an important facet in all elements of volleyball.</li> <li>• Life lessons will be learned through sportsmanship and cooperatively play.</li> <li>• Being able to have good spatial awareness and body control is paramount in being successful in volleyball.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized</li> </ul>	

beads, and buttons and unbuttons.)

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching.)
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Quiz

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation
- Skills Test

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Introduction to rules involved in game.</li> <li>• Introduction to basic skills involved in volleyball (bumping, setting, serving.)</li> <li>• Group skill work.</li> <li>• Incorporate offensive and defensive positions and strategies.</li> <li>• Incorporate proper rotation.</li> <li>• Participate in modified games.</li> </ul>	Weeks 26-31
<i>Teacher Resources</i>	<i>Teacher Note</i>

- Volleyballs
- Volleyball standers and nets
- Court boundary markings
- Cones

Modifications:  
Softer and/or larger ball  
Colored volleyballs

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Physical Education – Grade 2 Unit Seven

<b>Unit title:</b> Physical Fitness Testing	
<b>Unit summary:</b> The students will participate in national fitness testing to measure cardiovascular endurance, muscular endurance, strength flexibility, and stability.	
<b>Primary Interdisciplinary Connections:</b> Mathematics, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.5.P.A.1, 2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.1, 2.6.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.6.2.A.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>Big Idea:</b> Through physical fitness testing students will be able to assess their own levels of physical fitness and be made aware of areas for improvement.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does the Presidential Fitness Challenge impact an individual?</li> <li>• Why is it important to maintain a good level of physical fitness?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The students will be able to assess strengths and weaknesses in physical fitness.</li> <li>• It is important to maintain a healthy level of physical fitness because it will lead to a productive life.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>• Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons.)</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and</li> </ul>	

marching.)

- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 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).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Evidence of Learning

**Summative Assessment:** Field Observation, Physical fitness testing

**Formative Assessments:**

- Teacher Assessment
- Teacher Observation
- Skills Test

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Presidential fitness challenge tests: one mile run, sit-ups, pull-ups</li></ul>	Weeks 32-38
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Presidential fitness challenge handbook</li><li>• Online information</li></ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

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- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups