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| Pacing Guide | | | | | |
| Content Area: Physical Education | | | | | |
| Grade Level: Seventh | | | | | |
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|  | Unit Title: Invasion Games/ Basketball | |  | 4 Weeks |  |
|  | Unit Title: Field Games/ Football/ Flag Football | |  | 4 Weeks |  |
|  | Unit Title: Field Games/ Floor Hockey | |  | 4 Weeks |  |
|  | Unit Title: Field Games/ Lacrosse | |  | 4 Weeks |  |
|  | Unit Title: Physical Fitness | |  | 4 Weeks |  |
|  | Unit Title: Paddle Games/ Pickleball | |  | 4 Weeks |  |
|  | Unit Title: Net Games/ Volleyball | |  | 4 Weeks |  |
|  | Unit Title: Paddle Games/ Ping - Pong | |  | 4 Weeks |  |
|  | Unit Title: Mass Games | |  | 4 Weeks |  |
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| **Content Area: Physical Education** | **Time Frame- Four Weeks** |
| **Unit Title**:  **Invasion Games: Basketball** | |
| *Standard(s):* **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8.C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. * 2.6.8.A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP12. Work productively in teams while using cultural global competence   **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**  **STRAND B: CAREER EXPLORATION**   * 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. * 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | |
| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views. | |

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| *Unit Title:* **Invasion Games: Basketball** | | Time Frame: 3 weeks |
| Enduring Understanding:   * Basketball can be a lifetime activity. * Playing basketball can be an effective way to Increase cardiovascular endurance. | Essential Questions:   * What skills are necessary to be successful in basketball? * Why are teamwork and communication important in basketball? * What fitness components are necessary to be successful in basketball? | |
| Knowledge and Skills:   * necessary skills to effectively play the game of basketball * communication skills and teamwork * physical fitness is needed to build stamina and necessary skills for sports | *Demonstration of Learning:*   * *Summative Assessment* * *Self-assessment* * *Teacher assessment- visual* * *Teacher assessment- written* * *Teacher observation of participation* * *Peer assessment* | |
| *Suggested Tasks and Activities:*   * *Varied Basketball game play (1vs1); (3vs3),(5vs5)* * *Relay drills involving ball passing, dribbling, shooting* * *Games: around the world, horse* | *Tech Integration (Some examples):*   * *Smart Board, Online Videos/Tutorials, iPad Apps.* | |
| *Resources: NJ Dept. of Education; PE CENTRAL;* | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Time Frame- 4 Weeks** |
| **Unit Title**:  **VIOLENCE PREVENTION- INTENTIONAL INJURIES verses UNINTENTIONAL INJURIES** | |
| Unit Title: Football/ Flag Football Time Frame: 3 weeks  Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle  Cumulative Progress Indicators:   * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. * 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP12. Work productively in teams while using cultural global competence   **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**  **STRAND B: CAREER EXPLORATION**   * 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. * 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | |
| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views | |

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| Enduring Understanding:   * Body awareness and coordination are necessary * Components for a well-grounded individual. * Teamwork and communication are essential to ensure * The best possible results during game play. * Comprehension of how critical aerobic training is to the total well-being of an individual. | Essential Questions:   * What components of fitness does flag football contain? * How does teamwork and communication effect game play in flag-football? * How does flag-football increase the fitness level of each person? |
| Knowledge and Skills:   * Dynamic warm-up/flexibility exercises. * Proper throwing/ catching technique. * Concepts on route running (how-to). * Basic rules and strategies of the game of football. * Learn offensive/defensive principles. * Learn and perform passing/catching drills. * Learn and perform evasion techniques. * Learn and perform flag pulling techniques. * Learn and perform different games (2 v2, 3v3, etc.). | Demonstration of Learning:  **Summative Assessment**   * Self-assessment * Teacher assessment- visual * Teacher assessment- written * Teacher observation of participation * Peer assessment * Grading rubric |
| Suggested Tasks and Activities:   * Defensive skills / Offensive skills * Flag pulling, * Evasion tactics, * Small game plays (2vs2, 3vs3) | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | Time Frame: 4 weeks |
| **Unit Title**:  **Invasion Games Floor Hockey** | |
| Standard(s):  Cumulative Progress Indicators:   * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, * 2.6.8. A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP12. Work productively in teams while using cultural global competence   **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**  **STRAND B: CAREER EXPLORATION**   * 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. * 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | |
| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views | |

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| Enduring Understanding:   * Body awareness and coordination are necessary * Components for a well-grounded individual. * Teamwork and communication are essential to ensure * The best possible results during game play. | Essential Questions:   * What components of fitness does floor hockey contain? * How does teamwork and communication effect game play in floor hockey? * How does floor hockey increase the fitness level of each person? |
| Knowledge and Skills:   * Dynamic warm-up/flexibility exercises. * Proper passing/ shooting technique. * Basic rules and strategies of the game of floor hockey. * Learn offensive/defensive principles. * Learn and perform passing/receiving drills. * Learn and perform different games (2 v2, 3v3, etc.). | Demonstration of Learning:  **Summative Assessment**   * Self-assessment * Teacher assessment- visual * Teacher assessment- written * Peer assessment * Grading rubric |
| Suggested Tasks and Activities:   * Lead passes: Passes in front of teammate. * Collects with control: Stops the ball first, gains control and then makes passes or dribbles. * Moves with control: Moves the ball using alternate sides of the floor hockey stick. * Good shooting technique: Stick back and never above the knees, swing, and follow-through. * Partner passing (10-15 feet apart) * Game play | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
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| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | Time Frame: 4 weeks |
| **Unit Title**:  **Invasion Games**  Lacrosse | |
| Standard(s):  **Cumulative Progress Indicators:**   * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. * 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. * 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. * 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness. * 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. * 2.6.8.A.5- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
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| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views | |

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| Enduring Understanding:   * Body awareness, flexibility and coordination are Necessary components for a well-grounded individual. * The movement aspects of running, catching and throwing are skills provided for in this activity which increase heart rate, muscle tone, improve coordination and flexibility, allowing for overall health improvement and growth. * To continue in activities that provide for fitness and exercise throughout childhood and continuing throughout adulthood. This is a key component   for the individual’s continued success in fitness levels and health. | Essential Questions:   * What components of fitness does lacrosse encompass? * How does engaging in this activity increase the fitness level of the individuals? * Why are lifetime skills/activities important? |
| Knowledge and Skills:   * Dynamic warm-up/flexibility exercises. * Proper passing/ shooting technique. * Learn offensive/defensive principles. * Learn and perform passing/receiving drills. * Learn and perform evasion techniques. * Learn and perform different games (2 v2, 3v3, etc.). * Learn and perform tournament game play. | Demonstration of Learning:  **Summative Assessment**   * Self-assessment * Teacher assessment- visual * Teacher assessment- written * Teacher observation of participation * Peer assessment * Grading rubric |
| Suggested Tasks and Activities:   * Lead passes: Passes in front of teammate. * Collects with control: Stops the ball first, gains control and then makes passes or dribbles. * Moves with control: Partner passing (10-15 feet apart) | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Time Frame- 4 Weeks** |
| **Unit Title**:  Physical Fitness | |
| **Cumulative Progress Indicators:**   * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. * 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. * 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. * 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness. * 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. * 2.6.8.A.5- Use the primary principles of training ([FITT](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_fitt.html)) for the purposes of modifying personal levels of fitness. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP12. Work productively in teams while using cultural global competence   **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**  **STRAND B: CAREER EXPLORATION**   * 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. * 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | |
| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views | |

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| Enduring Understanding:   * Body awareness, flexibility and coordination are necessary components for a well-grounded individual. * The growth components of muscular strength, endurance, flexibility, * Exercise throughout childhood and continuing throughout adulthood. This is a key component for the individual’s continued success in fitness levels and health. | Essential Questions:   * What are the components of fitness? * How does engaging fitness increase ones energy level? * Why is fitness an important long lifetime skill? |
| Knowledge and Skills:   * Demonstrate an understanding of the components of cardiovascular fitness. * Demonstrate an understanding of the components of muscular strength. * Demonstrate an understanding of the components of muscular endurance. * Demonstrate an understanding of the components of flexibility. * Demonstrate an understanding of the components of core body strength. * Demonstrate an understanding of how proper nutrition, proper health habits affect overall * Demonstrate an understanding of proper safety measures associated with fitness training. * Demonstrate an understanding of proper warm up and cool down techniques and procedures. | Demonstration of Learning:   * Student Rubric * Self-Evaluation * Pulse Rate Monitors * Teacher Observation * Written tests * Performance Charts * Performance tests * Skill test |
| Suggested Tasks and Activities:  **CARDIOVASCULAR FITNESS ACTIVITIES:**   * Lecture and Demonstration * Warm up * Circuit Training * Jump Rope Training * Interval Training * Cross Country Running * Walking for fitness * Heart Rate training with pulse monitors * Target Heart Rates as they apply to warm up, basic aerobic, threshold training, Max VO2, Lactic Acid tolerance, and power and speed. * Commercial aerobic activities (Tae-Bo, Power 90, etc.) * Weight Training * Plyometric * Speed and agility training * Fitness games * Dance   MUSCULAR STRENTH ACTIVITIES   * Warm up and cool down * Stretching * Weight Lifting * Stretch cords * Kettle bells * Physio balls * Balance pads * Core body activities * Body weight activities * Circuit training   FLEXIBILITY ACTIVITES   * Partner stretching * Medicine Balls * Balance Pads * Dance | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Time Frame- 4 Weeks** |
| **Unit Title**:  Pickle ball | |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1  Cumulative Progress Indicators:   * 2.5.8.A.1- Explain and demonstrate the transition of [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html). * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. * 2.6.8. A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP12. Work productively in teams while using cultural global competence   **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**  **STRAND B: CAREER EXPLORATION**   * 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. * 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | |
| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views | |

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| Enduring Understanding:   * Understanding how critical aerobic exercise is to the overall health of an individual * Body awareness and coordination are necessary components of a well-grounded individual * Cooperation with in a team/group is necessary for success in all areas | Essential Questions:   * What components of fitness does pickle ball * Encompass? * How does pickle ball increase the fitness level of each individual? * How does working with a partner help improve cooperation skills? |
| Knowledge and Skills:  Students will know and be able to:   * Demonstrate an understanding of movement concepts and the use of motor skills. * Demonstrate the ability to use effective interpersonal skills. * Develop the understanding that challenge, enjoyment, creativity, and self/social expressions are important, life-enhancing experiences that are found in creative activities. * Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game. * Demonstrate a basic knowledge of safety while using equipment on the court. * Demonstrate the basic skills of Pickle ball. * Demonstrate basic knowledge of rules of the game. | Demonstration of Learning:  **Summative Assessment**   * Self-assessment * Teacher assessment- visual * Teacher assessment- written * Teacher observation of participation * Peer assessment * Grading rubric |
| Suggested Tasks and Activities:   * Cardio Warm up and Flexibility * Teacher lecture and demonstration of the serve, lob, smash, drive, drive shop * Skill drills and practice 1 on 1 pickleballl game using hands only * Teacher lecture and demonstration of rules * King of the Court Challenge in teams of 2-4 students 2-4 players per side game play | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Time Frame – 4 Weeks** |
| **Unit Title**:  VOLLYBALL | |
| Cumulative Progress Indicators:   * 2.5.8.A.1- Explain and demonstrate the transition of [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html). * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. * 2.6.8. A.1**.** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP12. Work productively in teams while using cultural global competence   **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**  **STRAND B: CAREER EXPLORATION**   * 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. * 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | |
| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views | |

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| Enduring Understanding:   * Volleyball can be a lifelong activity. * Volleyball is becoming very popular on a global Basis. * 800 million people play volleyball at least once a week. | Essential Questions:   * What skills are necessary to be successful in Volleyball? * Why are teamwork and communication important in volleyball? * What fitness components are necessary to be Successful in volleyball? |
| Knowledge and Skills:   * Develop the skill of passing a volleyball * Develop the skill of setting a volleyball * Develop the skill of serving a volleyball * Learn the positions on the court and the rotation of players to serve * Demonstrate good sportsmanship * Understand the importance of using teamwork | Demonstration of Learning:  **Summative Assessment**   * Self-assessment * Teacher assessment- visual * Teacher assessment- written * Teacher observation of participation * Grading rubric |
| Suggested Tasks and Activities:   * Cardio Warm up and Flexibility * Teacher lecture and demonstration of the serve * Teacher lecture and demonstrates * Serving, Passing, Setting * Rules, positions, and rotations * Games and tournament play | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | Time Frame: 4 weeks |
| **Unit Title**: Paddle Games PING PONG | |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1  Cumulative Progress Indicators:   * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. * 2.6.8. A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. | |
| **Technology Standards**  **8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge***.**  **D.** **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*   * 8.1.8.D.4 Assess the credibility and accuracy of digital content. * 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.   **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**   * 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP12. Work productively in teams while using cultural global competence   **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**  **STRAND B: CAREER EXPLORATION**   * 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. * 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | |
| **Interdisciplinary Connections:**  **Progress Indicators for Speaking and Listening**  **Comprehension and Collaboration**   * SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  D. Acknowledge new information expressed by others and, when warranted, modify their own views | |

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| Enduring Understanding:   * Ping Pong is a international sport   + This was also called Table Tennis   + Originated in 19th century | Essential Questions:   * What skills are necessary to be successful in Ping Pong? * Why is being focused, and patience important in Ping Pong? * What fitness components are necessary to be Successful in Ping Pong |
| Knowledge and Skills:   * Demonstrate a basic knowledge of safety while using equipment * Demonstrate the basic skills of ping pong * Demonstrate the basic knowledge of rules of the game * Cardio Warm up and Flexibility | Demonstration of Learning:  **Summative Assessment**   * Self-assessment * Teacher assessment- visual * Teacher assessment- written * Teacher observation of participation |
| Suggested Tasks and Activities:   * 1 on 1 tennis ball game using hands only * Teacher lecture and demonstration of rules * King of the Court Challenge in teams of 2-4 students * 2-4 players per side game play * Tournament game play | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Time Frame 4 Weeks** |
| **Unit Title**: MASS GAMES | |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1  Cumulative Progress Indicators:   * 2.5.8.A.1- Explain and demonstrate the transition of [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html). * 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. * 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. * 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. * 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. * 2.6.8. A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. | |
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| Enduring Understanding:   * Provide leadership in the expansion of adventure games. * Importance of Reading and following directions to accomplish a task. | Essential Questions:   * What skills are necessary to be successful in   Ping   * Why is being focused and patience important while working in group sessions? * What components and skills are needed to accomplish a goal with teammate or group? |
| Knowledge and Skills:   * Physically challenge them-selves in a safe environment. * Apply their own strengths and weaknesses appropriately. * Respect others strengths and weaknesses. * Rely on the group to support positive risk taking. * Identify how fatigue can lead to injury. * Apply correct technique to create a cooperative and safe environment. * Work cooperatively and productively in a group to accomplish common goal. | Demonstration of Learning:  **Summative Assessment**   * Self-assessment * Teacher assessment- visual * Teacher assessment- written * Teacher observation of participation * Peer assessment * Grading rubric |
| Suggested Tasks and Activities:   * Cardio Warm-up and Flexibility * Teacher lecture and demonstration of skills and rules * Teacher lecture and demonstration of rules * Tournament play | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps. |
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