

**Califon Public School
Curriculum**



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|------------------------------------|-------------------|------------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: September | Pacing: 4 weeks |
| Unit Title: Soccer | | | |

OVERVIEW OF UNIT:

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| Students will learn about and discuss the importance of good sportsmanship and team safety through soccer and other games/activities. |
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| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How to the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
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| Formative Assessment: <ul style="list-style-type: none"> ● Teacher Observation ● Discussion | Benchmark: <ul style="list-style-type: none"> ● Assessments/Unit Tests |

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| <ul style="list-style-type: none"> ● Student -feedback ● Question and answer <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Skill testing ● Written records | <p>Alternative:</p> <ul style="list-style-type: none"> ● Games ● Modified assessments |
|---|--|

| Key Vocabulary | |
|---|---|
| <ul style="list-style-type: none"> ● sportsmanship ● movement skills ● kicking ● heading ● throw-ins | <ul style="list-style-type: none"> ● safety rules ● dribble ● passing ● trapping ● punting |

| Resources & Materials |
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| <ul style="list-style-type: none"> ● Physical Education Equipment |

| Technology Infusion | |
|--|---|
| <p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Chromebook <p>Student Technology:</p> <ul style="list-style-type: none"> ● Chromebook <p>Activities:</p> <ul style="list-style-type: none"> ● Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols. | |
| Standard | Standard Description |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

| Careers | |
|---|---|
| Activities: | |
| <ul style="list-style-type: none"> Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| CRP # | Practice |
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |

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| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|----------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: October | Pacing: 4 weeks |
| Unit Title: Lacrosse | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through lacrosse and other games/activities.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How to the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|--|--|
| Formative Assessment: <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer | Benchmark: <ul style="list-style-type: none"> ● Assessments/Unit Tests Alternative: <ul style="list-style-type: none"> ● Games |

| | |
|---|--|
| Summative Assessment: <ul style="list-style-type: none"> ● Skill testing ● Written records | <ul style="list-style-type: none"> ● Modified assessments |
|---|--|

| Key Vocabulary | |
|---|---|
| <ul style="list-style-type: none"> ● sportsmanship ● pivoting ● catching ● scooping | <ul style="list-style-type: none"> ● safety rules ● passing ● dodging ● control |

| Resources & Materials |
|--|
| <ul style="list-style-type: none"> ● Physical Education Equipment |

| Technology Infusion | |
|---|---|
| Teacher Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Student Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Activities: <ul style="list-style-type: none"> ● Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols. | |
| Standard | Standard Description |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| Interdisciplinary Integration | |
|---|--|
| Activities: <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Resources: <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html | |

- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|-----------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: November | Pacing: 4 weeks |
| Unit Title: Handball | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through handball and other games/activities.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How to the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|--|--|
| Formative Assessment: <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer | Benchmark: <ul style="list-style-type: none"> ● Assessments/Unit Tests Alternative: <ul style="list-style-type: none"> ● Games |

| | |
|---|--|
| Summative Assessment: <ul style="list-style-type: none"> ● Skill testing ● Written records | <ul style="list-style-type: none"> ● Modified assessments |
|---|--|

| Key Vocabulary | |
|--|--|
| <ul style="list-style-type: none"> ● Individual ● Individual challenges ● Partner | <ul style="list-style-type: none"> ● Partner challenges ● Target throwing ● Long throw and catching |

| Resources & Materials |
|--|
| <ul style="list-style-type: none"> ● Physical Education Equipment |

| Technology Infusion | |
|---|---|
| Teacher Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Student Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Activities: <ul style="list-style-type: none"> ● Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols. | |
| Standard | Standard Description |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| Interdisciplinary Integration | |
|---|--|
| Activities: <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Resources: <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ | |

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- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
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- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
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| Standard | Standard Description |
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| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
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| Standard # | Standard Description |
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| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
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| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|-----------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: December | Pacing: 4 weeks |
| Unit Title: Volleyball | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through volleyball and other games/activities.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How to the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|---|--|
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer | <p>Benchmark:</p> <ul style="list-style-type: none"> ● Assessments/Unit Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● Games |

| | |
|---|--|
| Summative Assessment: <ul style="list-style-type: none"> ● Skill testing ● Written records | <ul style="list-style-type: none"> ● Modified assessments |
|---|--|

| | |
|---|---|
| Key Vocabulary | |
| <ul style="list-style-type: none"> ● bump ● set | <ul style="list-style-type: none"> ● combining skills ● serve |

| | |
|--|--|
| Resources & Materials | |
| <ul style="list-style-type: none"> ● Physical Education Equipment | |

| | |
|---|---|
| Technology Infusion | |
| Teacher Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Student Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Activities: <ul style="list-style-type: none"> ● Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols. | |
| Standard | Standard Description |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| | |
|--|--|
| Interdisciplinary Integration | |
| Activities: <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Resources: <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem | |

- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|----------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: January | Pacing: 4 weeks |
| Unit Title: Basketball | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through basketball and other games/activities.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How to the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|---|--|
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer | <p>Benchmark:</p> <ul style="list-style-type: none"> ● Assessments/Unit Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● Games |

| | |
|---|--|
| Summative Assessment: <ul style="list-style-type: none"> ● Skill testing ● Written records | <ul style="list-style-type: none"> ● Modified assessments |
|---|--|

| | |
|--|--|
| Key Vocabulary | |
| <ul style="list-style-type: none"> ● dribbling ● passing ● ball-handling skills | <ul style="list-style-type: none"> ● pivoting ● shooting |

| | |
|--|--|
| Resources & Materials | |
| <ul style="list-style-type: none"> ● Physical Education Equipment | |

| | |
|---|---|
| Technology Infusion | |
| Teacher Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Student Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Activities: <ul style="list-style-type: none"> ● Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols. | |
| Standard | Standard Description |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| | |
|---|--|
| Interdisciplinary Integration | |
| Activities: <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Resources: <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ | |

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|-----------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: February | Pacing: 4 weeks |
| Unit Title: Dance | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through various types of dance and other games/activities.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to remain safe. ● It is important to work with others. | <ul style="list-style-type: none"> ● How to the decisions you make affect others? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|---|--|
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer <p>Summative Assessment:</p> | <p>Benchmark:</p> <ul style="list-style-type: none"> ● Assessments/Unit Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● Games ● Modified assessments |

- Skill testing
- Written records

Key Vocabulary

- aerobic dance
- creative dance
- folk and square dance
- parachute
- jump ropes
- popular dance
- rhythm

Resources & Materials

- Physical Education Equipment

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols.

| Standard | Standard Description |
|------------|---|
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|--------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: March | Pacing: 4 weeks |
| Unit Title: Hockey | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through hockey and other games/activities.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How to the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|---|--|
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer | <p>Benchmark:</p> <ul style="list-style-type: none"> ● Assessments/Unit Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● Games |

| | |
|---|--|
| Summative Assessment: <ul style="list-style-type: none"> ● Skill testing ● Written records | <ul style="list-style-type: none"> ● Modified assessments |
|---|--|

| Key Vocabulary | |
|---|--|
| <ul style="list-style-type: none"> ● sportsmanship ● dribble ● combining skills ● shoot | <ul style="list-style-type: none"> ● safety rules ● pass ● dodge ● receive |

| Resources & Materials |
|--|
| <ul style="list-style-type: none"> ● Physical Education Equipment |

| Technology Infusion | |
|---|---|
| Teacher Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Student Technology: <ul style="list-style-type: none"> ● Chromebook | |
| Activities: <ul style="list-style-type: none"> ● Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols. | |
| Standard | Standard Description |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| Interdisciplinary Integration | |
|---|--|
| Activities: <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Resources: <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html | |

- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|-------------------------------------|-------------------|--------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: April | Pacing: 4 weeks |
| Unit Title: Personal Fitness | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good health through various fitness activities.

Unit References

| Big Ideas | Essential Questions |
|---|---|
| <ul style="list-style-type: none"> Physical fitness is important for overall well-being. | <ul style="list-style-type: none"> Why should we set fitness goals? How can we keep physically fit? |

Objectives

- Students will be able to explain the importance of setting fitness goals.
- Students will be able to describe why it is important to keep physically fit.

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Summative Assessment:

- Skill testing

Benchmark:

- Assessments/Unit Tests

Alternative:

- Games
- Modified assessments

- Written records

| Key Vocabulary | |
|--|--|
| <ul style="list-style-type: none"> • fitness • goals • sit-ups • shuttle run • cardiovascular | <ul style="list-style-type: none"> • endurance • pull-ups • push-ups • sit and reach |

| Resources & Materials |
|--|
| <ul style="list-style-type: none"> • Physical Education Equipment |

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to track data in regards to specific fitness activities and then organize the data to show the growth made throughout the course.

| Standard | Standard Description |
|------------|---|
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>

- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: May | Pacing: 4 weeks |
| Unit Title: Track and Field | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through track, field and other games/activities.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How to the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|---|--|
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer | <p>Benchmark:</p> <ul style="list-style-type: none"> ● Assessments/Unit Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● Games |

Summative Assessment:

- Skill testing
- Written records

- Modified assessments

Key Vocabulary

- | | |
|---|---|
| <ul style="list-style-type: none"> ● throwing events ● shot put ● jumping events ● long jump ● high jump | <ul style="list-style-type: none"> ● sprints ● hurdles ● middle distance run ● distance running ● relays |
|---|---|

Resources & Materials

- Physical Education Equipment

Technology Infusion**Teacher Technology:**

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols.

Standard**Standard Description**

8.1.8.DA.1

Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**



| | | | |
|------------------------------------|-------------------|-------------------|------------------------|
| Subject: Physical Education | Grade: 6th | Unit: June | Pacing: 4 weeks |
| Unit Title: Softball | | | |

OVERVIEW OF UNIT:

Students will learn about and discuss the importance of good sportsmanship and team safety through softball and other games/activities.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● It is important to show good sportsmanship. ● It is important to remain safe when playing sports. ● It is important to work as a team. | <ul style="list-style-type: none"> ● How do the decisions you make affect the team? ● How can we show good sportsmanship when winning and losing? ● How do we ensure we and the people around us remain safe? |

| Objectives |
|---|
| <ul style="list-style-type: none"> ● Students will be able to describe how their decisions affect the team they are playing on. ● Students will be able to demonstrate good sportsmanship when winning and losing. ● Students will be able to identify ways they can ensure that they keep themselves and the people around them safe. |

| Assessment | |
|---|--|
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer | <p>Benchmark:</p> <ul style="list-style-type: none"> ● Assessments/Unit Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● Games |

| | |
|--|--|
| Summative Assessment: | <ul style="list-style-type: none"> ● Modified assessments |
| <ul style="list-style-type: none"> ● Skill testing ● Written records | |

| Key Vocabulary | |
|---|--|
| <ul style="list-style-type: none"> ● sportsmanship ● throw ● combining skills ● catch | <ul style="list-style-type: none"> ● safety rules ● underhand throw ● hitting ● base running |

| Resources & Materials |
|--|
| <ul style="list-style-type: none"> ● Physical Education Equipment |

| Technology Infusion | |
|--|---|
| <p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Chromebook <p>Student Technology:</p> <ul style="list-style-type: none"> ● Chromebook <p>Activities:</p> <ul style="list-style-type: none"> ● Students will utilize Chromebooks to research safety statistics for the sport of study and analyze the data found to examine safety protocols. | |
| Standard | Standard Description |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

| Interdisciplinary Integration | |
|--|--|
| <p>Activities:</p> <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. <p>Resources:</p> <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html | |

- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard # | Student Learning Objectives |
|-------------|--|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| CRP # | Practice |
|-------|---|
| 3 | Attend to personal health and financial well-being. |
| 4 | Communicate clearly and effectively and with reason. |
| 5 | Consider the environmental, social and economic impacts of decisions. |
| 9 | Model integrity, ethical leadership and effective management. |

| Standards | |
|------------------|---|
| Standard # | Standard Description |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity |
| 2.2.8.PF.3 | Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| 2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions |

| Differentiation | | | |
|--|--|---|--|
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