

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 1	<b>Pacing:</b> 4 weeks (September)
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**Unit Title: Sportsmanship & Safety**

**OVERVIEW OF UNIT:**

The students will become familiar with the importance of good sportsmanship. In addition, the students will work on reviewing the importance of safety rules while participating in physical activities.

**Big Ideas**

- It is important to be a good sport.
- Safety is essential when playing physical sports.

**Essential Questions**

- It is important to be a good sport.
- Safety is essential when playing physical sports.

**Objectives**

- Students will be able to explain why it is important to be a good sport when playing with friends.
- Students will be able to identify ways to keep safe while playing with friends.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Sportsmanship
- Safety

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

Technology Infusion	
<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Student Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will utilize Chromebooks to watch videos demonstrating safety in sports and then create collages showing important safety rules.</li> </ul>	
Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Vision Cross-Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>• Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>• US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>• Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>• NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>• PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>• STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>• <a href="#">What Every Educator Should Know About Using Google</a> by Shell Education</li> <li>• Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>• International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
NJSLS-ELA SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

21 <sup>st</sup> Century Life Skills Standards	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Standard	Student Learning Objectives

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

Careers	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Practice	Description
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Standards	
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2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
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- 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/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

**English Language Learners (ELL)**

- Provide text-to-speech
- Use of a 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>

**Enrichment**

- 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, and groups should be varied
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**Califon Public School  
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<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 2	<b>Pacing:</b> 4 weeks (October)
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**Unit Title: Locomotor Skills**

**OVERVIEW OF UNIT:**

The students will work on improving their locomotor skills.

**Big Ideas**

- It is important to be a good sport when playing with friends.
- Many activities will help your locomotor skills.

**Essential Questions**

- Why is it important to be a good sport when playing with friends?
- What can you do to improve your locomotor skills?

**Objectives**

- Students will be able to describe the importance of being a good sport when playing with friends.
- Students will be able to demonstrate ways to improve locomotor skills.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Sportsmanship
- Locomotor

**Resources & Materials**

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- SPARK Book

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<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Student Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will use Chromebooks to watch demonstrations of how they can improve their locomotor skills.</li> </ul>	
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#### Special Education

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**Enrichment**

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**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 3	<b>Pacing:</b> 4 weeks (November)
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**Unit Title: Soccer & Cupstacking**

**OVERVIEW OF UNIT:**

The students will be introduced to the concept of cupstacking and bucketstacking. The students will also work on their basic soccer skills.

**Big Ideas**

- There are many skills associated with playing cup stacking, bucket stacking, and soccer.

**Essential Questions**

- What are ways that you can stack buckets and cups?
- What are the basic soccer skills you need to know?

**Objectives**

- Students will be able to identify ways to stack buckets and cups.
- Students will be able to demonstrate basic soccer skills.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Defense
- Offense
- Soccer player positions

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

Technology Infusion	
<b>Teacher Technology:</b> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul>	
<b>Student Technology:</b> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul>	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Students will utilize Chromebooks to view videos demonstrating various cup stacking strategies and will create collages showing the different methods.</li> </ul>	
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8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration	
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<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 4	<b>Pacing:</b> 4 weeks (December)
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**Unit Title: Tossing & Catching**

**OVERVIEW OF UNIT:**

The students will practice their tossing and catching skills through various activities.

**Big Ideas**

- Tossing and catching are essential skills for playing sports.

**Essential Questions**

- How can you catch something?
- How can you throw something?

**Objectives**

- Students will be able to demonstrate how to catch something.
- Students will be able to demonstrate how to throw something.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Sportsmanship
- Safety

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

Technology Infusion	
<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Student Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will utilize Chromebooks to create short videos on the different ways to throw and catch items.</li> </ul>	
Standard	Standard Description
8.1.2.CS.1:	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Vision Cross-Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>• Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>• US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>• Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>• NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>• PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>• STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>• <a href="#">What Every Educator Should Know About Using Google</a> by Shell Education</li> <li>• Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>• International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
NJSLS-ELA SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

21 <sup>st</sup> Century Life Skills Standards	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

<b>Careers</b>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
<b>Practice</b>	<b>Description</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

<b>Standards</b>	
<b>Standard #</b>	<b>Standard Description</b>
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner

2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

#### English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

**Enrichment**

- 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, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 5	<b>Pacing:</b> 4 weeks (January)
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**Unit Title: Basketball**

**OVERVIEW OF UNIT:**

The students will practice their basketball skills.

**Big Ideas**

- There are a variety of skills involved in playing basketball.

**Essential Questions**

- What skills are important to play basketball?

**Objectives**

- Students will be able to explain the skills that are important to playing basketball.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Sportmanship
- Basketball

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

**Technology Infusion**

**Teacher Technology:**

- Chromebook

**Student Technology:**

- Chromebook

**Activities:**

- Students will utilize Chromebooks to watch videos on how to correctly perform skills necessary when playing basketball.

Standard	Standard Description
8.1.2.CS.1:	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**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 Educator 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](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

**21<sup>st</sup> 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
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

Careers	
<b>Activities:</b> <ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Practice	Description
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Standards	
Standard #	Standard Description
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
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2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
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- 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/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

#### English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

**Enrichment**

- 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, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 6	<b>Pacing:</b> 4 weeks (February)
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**Unit Title: Hula-Hoops**

**OVERVIEW OF UNIT:**

The students will practice their hula hoop skills. They will also work on hoop skills.

**Big Ideas**

- Sportsmanship is a key skill to have when playing team sports.
- It is essential to be safe when playing sports.

**Essential Questions**

- How can you be a good friend when playing sports?
- What are ways that you can keep safe while playing sports?

**Objectives**

- Students will be able to demonstrate how to be a good friend when playing sports.
- Students will be able to identify ways to keep themselves safe while playing sports.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Sportsmanship

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

### Technology Infusion

**Teacher Technology:**

- Chromebook

**Student Technology:**

- Chromebook

**Activities:**

- Students will utilize Chromebooks to create collages of how to be a good friend when playing sports.

Standard	Standard Description
8.1.2.CS.1:	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

### Interdisciplinary Integration

**Activities:**

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

**Resources:**

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- 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 Educator 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](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
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Standard	Standard Description
NJSLS-ELA SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

### 21<sup>st</sup> 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
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

Careers	
<b>Activities:</b> <ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Practice	Description
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
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2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
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2.2.2.LF.4	Identify physical activities available outside of school that are in the community

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

#### English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

**Enrichment**

- 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, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 7	<b>Pacing:</b> 4 weeks (March)
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**Unit Title: Locomotor**

**OVERVIEW OF UNIT:**

The students will practice their locomotor skills.

**Big Ideas**

- It is important to be a good sport when playing.
- It is necessary to be safe when playing.

**Essential Questions**

- How can you be a good friend when playing sports?
- What are ways that you can keep safe while playing sports?

**Objectives**

- Students will be able to identify ways they can be a good friend when playing sports.
- Students will be able to demonstrate ways to keep safe while playing sports.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Sportsmanship
- Locomotor

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

Technology Infusion	
<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Student Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will utilize Chromebooks to create collages showing pictures of ways they can keep safe while playing sports.</li> </ul>	
Standard	Standard Description
8.1.2.CS.1:	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Vision Cross-Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>• Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>• US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>• Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>• NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>• PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>• STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>• <a href="#">What Every Educator Should Know About Using Google</a> by Shell Education</li> <li>• Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>• International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
NJSLS-ELA SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

21 <sup>st</sup> Century Life Skills Standards	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

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<b>Activities:</b> <ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Practice	Description
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner

2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
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2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
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- Reduce the length of the assignment for different modes of delivery
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- 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/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

#### English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

**Enrichment**

- 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, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 8	<b>Pacing:</b> 4 weeks (April)
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**Unit Title: Fitness & Muscular Development**

**OVERVIEW OF UNIT:**

The students will practice their fitness skills by completing a fitness course. In addition, this will work on helping to improve their muscular strength.

**Big Ideas**

- There are many activities you can do to improve your fitness.
- It is important to improve your muscular development.

**Essential Questions**

- How can you improve your fitness levels?
- What are ways that you can increase your muscular development?

**Objectives**

- Students will be able to demonstrate how to improve fitness levels.
- Students will be able to identify ways that they can increase their muscular development.

**Assessment**

**Formative Assessment:**

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

**Summative Assessment:**

- Skill testing
- Written records

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Key Vocabulary**

- Sportsmanship
- Muscular development

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

Technology Infusion	
<b>Teacher Technology:</b> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul>	
<b>Student Technology:</b> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul>	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Students will utilize Chromebooks to watch videos on how to improve fitness levels and increase their muscular development.</li> </ul>	
Standard	Standard Description
8.1.2.CS.1:	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
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- Prioritize tasks
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- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 9	<b>Pacing:</b> 4 weeks (May)
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**Unit Title: Physical Fitness Challenge**

**OVERVIEW OF UNIT:**

The students will compete in the Presidential Fitness Challenge activities.

**Big Ideas**

- It is important to keep fit and stay healthy.

**Essential Questions**

- How can you improve your fitness levels?
- What are ways that you can be a good sport when playing?

**Objectives**

- Students will be able to demonstrate ways to improve their fitness levels.
- Students will be able to identify ways they can be a good sport when playing.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- Sportsmanship
- Muscular development

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

Technology Infusion	
<b>Teacher Technology:</b> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul>	
<b>Student Technology:</b> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul>	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Students will utilize Chromebooks to watch videos that demonstrate how to be a good sport when playing.</li> </ul>	
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**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> Kindergarten	<b>Unit #:</b> 10	<b>Pacing:</b> 4 weeks (May)
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**Unit Title: Parachute & Scooter**

**OVERVIEW OF UNIT:**

The students will practice their gross motor skills using parachutes and scooters.

**Big Ideas**

- Gross motor skills are necessary skills to learn as you grow.
- It is important to be a good sport when playing with friends.

**Essential Questions**

- How can parachutes and scooters help your gross motor skills?
- What are ways that you can be a good sport when playing?

**Objectives**

- Students will be able to identify ways in which parachutes and scooters can help their gross motor skills.
- Students will be able to demonstrate how to be a good sport when playing.

**Assessment**

**Formative Assessment:**

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

**Summative Assessment:**

- Skill testing
- Written records

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Key Vocabulary**

- Sportsmanship
- Gross motor skills

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

Technology Infusion	
<b>Teacher Technology:</b> <ul style="list-style-type: none"> <li>• Chromebook</li> </ul>	
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Interdisciplinary Integration	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Teacher Vision Cross-Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>• Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>• US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>• Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>• NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>• PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>• STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>• <a href="#">What Every Educator Should Know About Using Google</a> by Shell Education</li> <li>• Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>• International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
NJSLS-ELA SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

21 <sup>st</sup> Century Life Skills Standards	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

<b>Careers</b>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
<b>Practice</b>	<b>Description</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

<b>Standards</b>	
<b>Standard #</b>	<b>Standard Description</b>
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner

2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

#### English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

**Enrichment**

- 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, and groups should be varied
- NJDOE resources