

**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: September</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Soccer</b>			

**OVERVIEW OF UNIT:**

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

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

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

<ul style="list-style-type: none"> <li>● Student -feedback</li> <li>● Question and answer</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Skill testing</li> <li>● Written records</li> </ul>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Modified assessments</li> </ul>
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Key Vocabulary	
<ul style="list-style-type: none"> <li>● sportsmanship</li> <li>● movement skills</li> <li>● kicking</li> <li>● heading</li> <li>● throw-ins</li> </ul>	<ul style="list-style-type: none"> <li>● safety rules</li> <li>● dribble</li> <li>● passing</li> <li>● trapping</li> <li>● punting</li> </ul>

Resources & Materials
<ul style="list-style-type: none"> <li>● Physical Education Equipment</li> <li>● SPARK Book</li> </ul>

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>● Chromebooks</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.</li> </ul>	
Standard	Standard Description

8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
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### 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](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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

<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			independence, openness, complexity, groups varied <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: October</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Gross-Motor/Cross-Country</b>			

**OVERVIEW OF UNIT:**

**Students will learn about and discuss the importance of good sportsmanship and team safety through gross-motor and cross-country activities.**

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

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

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

<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Skill testing</li> <li>● Written records</li> </ul>	<ul style="list-style-type: none"> <li>● Modified assessments</li> </ul>
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<b>Key Vocabulary</b>	
<ul style="list-style-type: none"> <li>● run</li> <li>● jog</li> </ul>	<ul style="list-style-type: none"> <li>● power walking</li> <li>● timed movement</li> </ul>

<b>Resources &amp; Materials</b>	
<ul style="list-style-type: none"> <li>● Physical Education Equipment</li> <li>● SPARK Book</li> </ul>	

<b>Technology Infusion</b>	
<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>● Chromebooks</li> </ul>	
<b>Activities:</b> <ul style="list-style-type: none"> <li>● Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

<b>Interdisciplinary Integration</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>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> </ul>	



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- 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](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.

<b>Standards</b>	
Standard #	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
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2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
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2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

<b>Differentiation</b>			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills,</li> </ul>

<ul style="list-style-type: none"> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<p>open-ended thinking, discovery</p> <ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: November</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Volleyball</b>			

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

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

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

- Skill testing
- Written records

### Key Vocabulary

- bump
- set
- combining skills
- serve

### Resources & Materials

- Physical Education Equipment
- SPARK Book

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

- Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### 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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Standard	Standard Description
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### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.
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2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

<b>Differentiation</b>			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills,</li> </ul>

<ul style="list-style-type: none"> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<p>open-ended thinking, discovery</p> <ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: December</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Handball</b>			

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

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

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

- Skill testing
- Written records

### Key Vocabulary

- Individual
- Individual challenges
- Partner
- Partner challenges
- Target throwing
- Long throw and catching

### Resources & Materials

- Physical Education Equipment
- SPARK Book

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

- Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.

<b>Standards</b>	
Standard #	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

<b>Differentiation</b>			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills,</li> </ul>

<ul style="list-style-type: none"> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<p>open-ended thinking, discovery</p> <ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: January</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Basketball</b>			

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

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

Assessment		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussion</li> <li>● Student -feedback</li> <li>● Question and answer</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Benchmark:</b> <ul style="list-style-type: none"> <li>● Assessments/Unit Tests</li> </ul> <b>Alternative:</b> </td> </tr> </table>	<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussion</li> <li>● Student -feedback</li> <li>● Question and answer</li> </ul>	<b>Benchmark:</b> <ul style="list-style-type: none"> <li>● Assessments/Unit Tests</li> </ul> <b>Alternative:</b>
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussion</li> <li>● Student -feedback</li> <li>● Question and answer</li> </ul>	<b>Benchmark:</b> <ul style="list-style-type: none"> <li>● Assessments/Unit Tests</li> </ul> <b>Alternative:</b>	

**Summative Assessment:**

- Skill testing
- Written records
- Games
- Modified assessments

**Key Vocabulary**

- dribbling
- passing
- ball-handling skills
- pivoting
- shooting

**Resources & Materials**

- Physical Education Equipment
- SPARK Book

**Technology Infusion****Teacher Technology:**

- Chromebook

**Student Technology:**

- Chromebooks

**Activities:**

- Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.
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<b>Standards</b>	
Standard #	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

<b>Differentiation</b>			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment

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



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: February</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Dance</b>			

**OVERVIEW OF UNIT:**

<b>Students will learn about and discuss the importance of good sportsmanship and team safety through various types of dance and other games/activities.</b>
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Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● It is important to remain safe.</li> <li>● It is important to work with others.</li> </ul>	<ul style="list-style-type: none"> <li>● How do the decisions you make affect others?</li> <li>● How do we ensure we and the people around us remain safe?</li> </ul>

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

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

- Written records

### Key Vocabulary

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

### Resources & Materials

- Physical Education Equipment
- SPARK Book

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

- Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### 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
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- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.

<b>Standards</b>	
Standard #	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

<b>Differentiation</b>			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills,</li> </ul>

<ul style="list-style-type: none"> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<p>open-ended thinking, discovery</p> <ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: March</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Hockey</b>			

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

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

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



- Skill testing
- Written records

### Key Vocabulary

- sportsmanship
- dribble
- combining skills
- shoot
- safety rules
- pass
- dodge
- receive

### Resources & Materials

- Physical Education Equipment
- SPARK Book

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

- Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.

#### Standard

8.2.5.ED.2

#### Standard Description

Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### 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>
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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
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- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.

<b>Standards</b>	
Standard #	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
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2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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

**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: April</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Personal Fitness</b>			

**OVERVIEW OF UNIT:**

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

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

Objectives
<ul style="list-style-type: none"> <li>● Students will be able to explain why they should set fitness goals.</li> <li>● Students will be able to demonstrate ways they can keep physically fit.</li> </ul>

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

- Skill testing
- Written records

### Key Vocabulary

- |                  |                 |
|------------------|-----------------|
| ● fitness        | ● endurance     |
| ● goals          | ● pull-ups      |
| ● sit-ups        | ● push-ups      |
| ● shuttle run    | ● sit and reach |
| ● cardiovascular |                 |

### Resources & Materials

- Physical Education Equipment
- SPARK Book

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebook

#### Activities:

- Students will utilize Chromebooks to collaborate and create vision boards showing fitness goals.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### 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>
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### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.
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Standards	
Standard #	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
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2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.



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

**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: May</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Team-Building and Sportsmanship</b>			

**OVERVIEW OF UNIT:**

**Students will learn about and discuss the importance of good sportsmanship and team safety through team-building activities.**

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

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

Assessment	
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- Skill testing
- Written records

### Key Vocabulary

- |                          |                |
|--------------------------|----------------|
| ● sportsmanship          | ● self-control |
| ● leadership             | ● sharing      |
| ● trust                  | ● fair play    |
| ● acceptance             | ● honesty      |
| ● self-esteem            | ● respect      |
| ● problem-solving skills | ● appreciation |

### Resources & Materials

- Physical Education Equipment
- SPARK Book

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

- Students will utilize Chromebooks to create short presentations on ways to keep themselves and other safe while playing.

#### Standard

#### Standard Description

8.2.5.ED.2

Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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### 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
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### 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.

<b>Standards</b>	
Standard #	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
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2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
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2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School  
Curriculum**



<b>Subject: Physical Education</b>	<b>Grade: 3rd</b>	<b>Unit: June</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Softball</b>			

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

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

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- Skill testing
- Written records

### Key Vocabulary

- sportsmanship
- throw
- combining skills
- catch
- safety rules
- underhand throw
- hitting
- base running

### Resources & Materials

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- SPARK Book

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#### Standard Description

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