

**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 3rd	Unit #: 1	Pacing: 4 weeks (September)
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Unit Title: Soccer

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How to the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

- 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 | • safety rules |
| • movement skills | • dribble |

- | | |
|---|--|
| <ul style="list-style-type: none"> • kicking • heading • throw-ins | <ul style="list-style-type: none"> • passing • trapping • punting |
|---|--|

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

Standard

Standard Description

NJSLS-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
NJSLS-ELA SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
NJSLS-ELA SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:

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

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.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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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.
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	
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/	
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• 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**



Subject: Physical Education	Grade: 3rd	Unit #: 2	Pacing: 4 weeks (October)
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Unit Title: Gross-Motor/Cross-Country

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

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

Summative Assessment:

- Skill testing
- Written records

Benchmark:

- Assessments/Unit Tests

Alternative:

- Games
- Modified assessments

Key Vocabulary

- | | |
|--|---|
| <ul style="list-style-type: none"> ● run ● jog | <ul style="list-style-type: none"> ● power walking ● timed movement |
|--|---|

Resources & Materials

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| <ul style="list-style-type: none"> • 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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21st Century Life Skills Standards

Activities:

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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

Careers

Activities:

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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 3rd	Unit #: 3	Pacing: 4 weeks (November)
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Unit Title: Volleyball

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

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

Summative Assessment:

- Skill testing
- Written records

Benchmark:

- Assessments/Unit Tests

Alternative:

- Games
- Modified assessments

Key Vocabulary

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

Resources & Materials

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|--|
| <ul style="list-style-type: none"> • 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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21st Century Life Skills Standards

Activities:

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Careers

Activities:

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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 3rd	Unit #: 4	Pacing: 4 weeks (December)
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Unit Title: Handball

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

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

Summative Assessment:

- Skill testing
- Written records

Benchmark:

- Assessments/Unit Tests

Alternative:

- Games
- Modified assessments

Key Vocabulary

- | | |
|-------------------------|----------------------|
| • Individual | • Partner challenges |
| • Individual challenges | • Target throwing |

- | | |
|---|---|
| <ul style="list-style-type: none"> • Partner | <ul style="list-style-type: none"> • Long throw and catching |
|---|---|

Resources & Materials

- | |
|--|
| <ul style="list-style-type: none"> • 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>
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- 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
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Standard	Standard Description
NJSLS-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS-ELA SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
NJSLS-ELA SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:

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

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.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and

cultural/global competence.	positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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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.
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.LE.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
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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/	
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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**



Subject: Physical Education	Grade: 3rd	Unit #: 5	Pacing: 4 weeks (January)
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Unit Title: Basketball

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

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

Summative Assessment:

- Skill testing
- Written records

Benchmark:

- Assessments/Unit Tests

Alternative:

- Games
- Modified assessments

Key Vocabulary

- | | |
|--|--|
| <ul style="list-style-type: none"> ● dribbling ● passing | <ul style="list-style-type: none"> ● pivoting ● shooting |
|--|--|

- ball-handling skills

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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NJSLS-ELA SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:

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

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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2.2.5.LE.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
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Differentiation	
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Enrichment	
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- NJDOE resources

**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 3rd	Unit #: 6	Pacing: 4 weeks (February)
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Unit Title: Dance

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

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

Summative Assessment:

- Skill testing
- Written records

Benchmark:

- Assessments/Unit Tests

Alternative:

- Games
- Modified assessments

Key Vocabulary

- | | |
|---|---|
| <ul style="list-style-type: none"> ● aerobic dance ● creative dance | <ul style="list-style-type: none"> ● jump ropes ● popular dance |
|---|---|

- | | |
|--|--|
| <ul style="list-style-type: none"> • folk and square dance • parachute | <ul style="list-style-type: none"> • rhythm |
|--|--|

Resources & Materials

- | |
|--|
| <ul style="list-style-type: none"> • 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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21st Century Life Skills Standards

Activities:

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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

Careers

Activities:

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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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- NJDOE resources

**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 3rd	Unit #: 7	Pacing: 4 weeks (March)
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Unit Title: Hockey

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

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

Summative Assessment:

- Skill testing
- Written records

Benchmark:

- Assessments/Unit Tests

Alternative:

- Games
- Modified assessments

Key Vocabulary

- | | |
|--|--|
| <ul style="list-style-type: none"> ● sportsmanship ● dribble | <ul style="list-style-type: none"> ● safety rules ● pass |
|--|--|

- | | |
|---|--|
| <ul style="list-style-type: none"> combining skills shoot | <ul style="list-style-type: none"> 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	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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- 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
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS-ELA SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
NJSLS-ELA SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:

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

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.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and

cultural/global competence.	positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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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.
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.LE.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
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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)	
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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**



Subject: Physical Education	Grade: 3rd	Unit #: 8	Pacing: 4 weeks (April)
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Unit Title: Personal Fitness

OVERVIEW OF UNIT:

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

Big Ideas
Physical fitness is important for overall well-being.

Essential Questions
- Why should we set fitness goals? - How can we keep physically fit?

Objectives
- Students will be able to explain why they should set fitness goals. - Students will be able to demonstrate ways they can keep physically fit.

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

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>
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NJSLS-ELA SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

21 st 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.CL.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers	
Activities: Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.	
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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Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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).
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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
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
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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 3rd	Unit #: 9	Pacing: 4 weeks (May)
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Unit Title: Team-Building and Sportsmanship

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

- 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 | ● self-control |
| ● leadership | ● sharing |

- | | |
|--|---|
| <ul style="list-style-type: none"> • trust • acceptance • self-esteem • problem-solving skills | <ul style="list-style-type: none"> • fair play • honesty • respect • 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:

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Resources:

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21st Century Life Skills Standards

Activities:

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Standard	Student Learning Objectives
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Careers

Activities:

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English Language Learners (ELL)	
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Enrichment	

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
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- 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**



Subject: Physical Education	Grade: 3rd	Unit #: 10	Pacing: 4 weeks (June)
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Unit Title: Softball

OVERVIEW OF UNIT:

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

Big Ideas

- It is important to show good sportsmanship.
- It is important to remain safe when playing sports.
- It is important to work as a team.

Essential Questions

- How do the decisions you make affect the team?
- How can we show good sportsmanship when winning and losing?
- How do we ensure we and the people around us remain safe?

Objectives

- Students will be able to describe how their decisions affect the team they are playing on.
- Students will be able to demonstrate good sportsmanship when winning and losing.
- Students will be able to identify ways they can ensure that they keep themselves and the people around them safe.

Assessment

Formative Assessment:

- 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 | • safety rules |
| • throw | • underhand throw |

- | | |
|---|---|
| <ul style="list-style-type: none"> combining skills catch | <ul style="list-style-type: none"> hitting base running |
|---|---|

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

Standard	Standard Description
NJSLS-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS-ELA SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
NJSLS-ELA SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:

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

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.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and

cultural/global competence.	positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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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.
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.LE.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
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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