

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 1	<b>Pacing:</b> 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 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"> <li>● sportsmanship</li> <li>● movement skills</li> </ul> | <ul style="list-style-type: none"> <li>● safety rules</li> <li>● dribble</li> </ul> |
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|---|--|
| <ul style="list-style-type: none"> <li>• kicking</li> <li>• heading</li> <li>• throw-ins</li> </ul> | <ul style="list-style-type: none"> <li>• passing</li> <li>• trapping</li> <li>• punting</li> </ul> |
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### Resources & Materials

- Physical Education Equipment

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

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

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

### Interdisciplinary Integration

#### Activities:

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

#### Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
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NJSLS-ELA W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
NJSLS-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLS-ELA SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

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

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

### 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.
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.

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

2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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Differentiation	
<b>Students with 504 plans</b>	
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Guided notes</li> <li>● Extra time</li> <li>● Teacher check-ins</li> <li>● Use graphic organizers</li> <li>● Redirect attention</li> <li>● Prioritize tasks</li> <li>● Small group testing</li> <li>● Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>	
<b>Special Education</b>	
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position the student near a helping peer or have quick access to the teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce the length of the assignment for different modes 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>	
<b>Response to Intervention (RTI)</b>	
<ul style="list-style-type: none"> <li>● Tiered interventions following the 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>● Intervention Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	
<b>English Language Learners (ELL)</b>	
<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of a 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>	
<b>Enrichment</b>	
<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> </ul>	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 2	<b>Pacing:</b> 4 weeks (October)
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**Unit Title: Lacrosse**

**OVERVIEW OF UNIT:**

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

**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**

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

### Resources & Materials

- Physical Education Equipment

### Technology Infusion

**Teacher Technology:**

- Chromebook

**Student Technology:**

- Chromebooks

**Activities:**

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

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

### 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](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
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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
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
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### 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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2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity
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2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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Differentiation	
<b>Students with 504 plans</b>	
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Guided notes</li> <li>● Extra time</li> <li>● Teacher check-ins</li> <li>● Use graphic organizers</li> <li>● Redirect attention</li> <li>● Prioritize tasks</li> <li>● Small group testing</li> <li>● Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>	
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<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position the student near a helping peer or have quick access to the teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce the length of the assignment for different modes 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>	
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<b>English Language Learners (ELL)</b>	
<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of a 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>	
<b>Enrichment</b>	
<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> </ul>	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 3	<b>Pacing:</b> 4 weeks (November)
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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**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Individual</li> <li>● Individual challenges</li> </ul> | <ul style="list-style-type: none"> <li>● Partner challenges</li> <li>● Target throwing</li> </ul> |
|---|---|

- Partner
- Long throw and catching

### Resources & Materials

- Physical Education Equipment

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

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

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

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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](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
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NJSLS-ELA SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

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

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

### 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.
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.

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

2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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<b>Differentiation</b>	
<b>Students with 504 plans</b>	
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Guided notes</li> <li>● Extra time</li> <li>● Teacher check-ins</li> <li>● Use graphic organizers</li> <li>● Redirect attention</li> <li>● Prioritize tasks</li> <li>● Small group testing</li> <li>● Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>	
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<b>Enrichment</b>	
<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> </ul>	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 4	<b>Pacing:</b> 4 weeks (December)
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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"> <li>● bump</li> <li>● set</li> </ul> | <ul style="list-style-type: none"> <li>● combining skills</li> <li>● serve</li> </ul> |
|---|---|

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

<b>Technology Infusion</b>
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**Teacher Technology:**

- Chromebook

**Student Technology:**

- Chromebooks

**Activities:**

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

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

<b>Interdisciplinary Integration</b>
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**Activities:**

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

**Resources:**

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

Standard	Standard Description
NJSLS-ELA W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

NJSLS-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLS-ELA SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

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

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

### 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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<b>Standard #</b>	<b>Standard Description</b>
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2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity
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2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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<b>Students with 504 plans</b>	
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<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position the student near a helping peer or have quick access to the teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce the length of the assignment for different modes 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>	
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<b>Enrichment</b>	
<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> </ul>	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 5	<b>Pacing:</b> 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"> <li>● dribbling</li> <li>● passing</li> </ul> | <ul style="list-style-type: none"> <li>● pivoting</li> <li>● shooting</li> </ul> |
|--|--|

- ball-handling skills

### Resources & Materials

- Physical Education Equipment

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

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

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

### 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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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
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### 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
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
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### 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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<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of a 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>	
<b>Enrichment</b>	
<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> </ul>	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 6	<b>Pacing:</b> 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 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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● aerobic dance</li> <li>● creative dance</li> <li>● folk and square dance</li> </ul> | <ul style="list-style-type: none"> <li>● jump ropes</li> <li>● popular dance</li> <li>● rhythm</li> </ul> |
|--|---|

- parachute

### Resources & Materials

- Physical Education Equipment

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

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

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

### Interdisciplinary Integration

#### Activities:

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

#### Resources:

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

Standard	Standard Description
NJSLS-ELA W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

NJSLS-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLS-ELA SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

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

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

### 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.
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.

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

2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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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

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 7	<b>Pacing:</b> 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"> <li>● sportsmanship</li> <li>● dribble</li> </ul> | <ul style="list-style-type: none"> <li>● safety rules</li> <li>● pass</li> </ul> |
|--|--|

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>combining skills</li> <li>shoot</li> </ul> | <ul style="list-style-type: none"> <li>dodge</li> <li>receive</li> </ul> |
|---|--|

### Resources & Materials

- Physical Education Equipment

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

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

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

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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.

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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
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### Careers

**Activities:**

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

Practice	Description
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2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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<b>Differentiation</b>	
<b>Students with 504 plans</b>	
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Guided notes</li> <li>● Extra time</li> <li>● Teacher check-ins</li> <li>● Use graphic organizers</li> <li>● Redirect attention</li> <li>● Prioritize tasks</li> <li>● Small group testing</li> <li>● Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>	
<b>Special Education</b>	
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position the student near a helping peer or have quick access to the teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce the length of the assignment for different modes 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>	
<b>Response to Intervention (RTI)</b>	
<ul style="list-style-type: none"> <li>● Tiered interventions following the 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>● Intervention Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	
<b>English Language Learners (ELL)</b>	
<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of a 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>	
<b>Enrichment</b>	
<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> </ul>	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 8	<b>Pacing:</b> 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 the importance of setting fitness goals.
- Students will be able to describe why it is important to keep physically fit.

**Assessment**

**Formative Assessment:**

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

**Benchmark:**

- Assessments/Unit Tests

**Alternative:**

- Games
- Modified assessments

**Summative Assessment:**

- Skill testing
- Written records

**Key Vocabulary**

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

**Resources & Materials**

- Physical Education Equipment

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 research safety statistics for the sport of study and analyze the data found to examine safety protocols.</li> </ul>	
Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Vision Cross-Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>• Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>• US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>• Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>• NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>• PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>• STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>• <u>What Every Educator Should Know About Using Google</u> by Shell Education</li> <li>• Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>• International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
NJSLS-ELA W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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NJSLS-ELA SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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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
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

### 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.
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.

### Standards

Standard #	Standard Description
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

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

### Differentiation

#### Students with 504 plans

- Preferential seating

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

### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

### Response to Intervention (RTI)

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

### English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

### Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 9	<b>Pacing:</b> 4 weeks (May)
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**Unit Title: Track and Field**

**OVERVIEW OF UNIT:**

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

**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"> <li>● throwing events</li> <li>● shot put</li> </ul> | <ul style="list-style-type: none"> <li>● sprints</li> <li>● hurdles</li> </ul> |
|---|--|

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• jumping events</li> <li>• long jump</li> <li>• high jump</li> </ul> | <ul style="list-style-type: none"> <li>• middle distance run</li> <li>• distance running</li> <li>• relays</li> </ul> |
|--|---|

### Resources & Materials

- Physical Education Equipment

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

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

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

### 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/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
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NJSLS-ELA W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
NJSLS-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLS-ELA SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

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

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

### 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.
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.

<b>Standards</b>	
<b>Standard #</b>	<b>Standard Description</b>
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
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2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity
2.2.8.PF.3	Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
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2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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<b>Differentiation</b>	
<b>Students with 504 plans</b>	
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Guided notes</li> <li>● Extra time</li> <li>● Teacher check-ins</li> <li>● Use graphic organizers</li> <li>● Redirect attention</li> <li>● Prioritize tasks</li> <li>● Small group testing</li> <li>● Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>	
<b>Special Education</b>	
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position the student near a helping peer or have quick access to the teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce the length of the assignment for different modes 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>	
<b>Response to Intervention (RTI)</b>	
<ul style="list-style-type: none"> <li>● Tiered interventions following the 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>● Intervention Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	
<b>English Language Learners (ELL)</b>	
<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of a 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>	
<b>Enrichment</b>	
<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> </ul>	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Physical Education	<b>Grade:</b> 6th	<b>Unit #:</b> 10	<b>Pacing:</b> 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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● sportsmanship</li> <li>● throw</li> </ul> | <ul style="list-style-type: none"> <li>● safety rules</li> <li>● underhand throw</li> </ul> |
|--|---|

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

### Resources & Materials

- Physical Education Equipment

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebooks

#### Activities:

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

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

### Interdisciplinary Integration

#### Activities:

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

#### Resources:

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

Standard	Standard Description
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NJSLS-ELA W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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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
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

### 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.
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.

<b>Standards</b>	
<b>Standard #</b>	<b>Standard Description</b>
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
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2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity
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2.2.8.LE.7	Evaluate personal attributes as they relate to career options in physical activity and health professions
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Differentiation	
<b>Students with 504 plans</b>	
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Guided notes</li> <li>● Extra time</li> <li>● Teacher check-ins</li> <li>● Use graphic organizers</li> <li>● Redirect attention</li> <li>● Prioritize tasks</li> <li>● Small group testing</li> <li>● Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>	
<b>Special Education</b>	
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position the student near a helping peer or have quick access to the teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce the length of the assignment for different modes 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>	
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<b>English Language Learners (ELL)</b>	
<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of a 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>	
<b>Enrichment</b>	
<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> </ul>	

- 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