

**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: September	Pacing: 4 weeks
Unit Title: Sportsmanship & Safety			

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● It is important to be a good sport. ● Safety is essential when playing physical sports. 	<ul style="list-style-type: none"> ● Why is important to be a good sport when playing with friends? ● What can you do to keep safe while playing with friends?

Objectives
<ul style="list-style-type: none"> ● Students will be able to explain why it is important to be a good sport when playing with friends. ● Students will be able to identify ways to keep safe while playing with friends.

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

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

Key Vocabulary	
<ul style="list-style-type: none"> • Sportsmanship 	<ul style="list-style-type: none"> • Safety

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

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

Interdisciplinary Integration

Activities:

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

Resources:

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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

Standards	
Standard #	Standard Description
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4	Identify physical activities available outside of school that are in the community
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student’s IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: October	Pacing: 4 weeks
Unit Title: Locomotor Skills			

OVERVIEW OF UNIT:

The students will work on improving their locomotor skills.
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Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● It is important to be a good sport when playing with friends. ● Many activities will help your locomotor skills. 	<ul style="list-style-type: none"> ● Why is important to be a good sport when playing with friends? ● What can you do to improve your locomotor skills?

Objectives
<ul style="list-style-type: none"> ● Students will be able to describe the importance of being a good sport when playing with friends. ● Students will be able to demonstrate ways to improve locomotor skills.

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

Summative Assessment:

- Skill testing
- Written records
- Games
- Modified assessments

Key Vocabulary

- Sportsmanship
- Locomotor

Resources & Materials

- Physical Education Equipment
- SPARK Book

Technology Infusion**Teacher Technology:**

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will use Chromebooks to watch demonstrations of how they can improve their locomotor skills.

Standard**Standard Description**

8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration**Activities:**

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

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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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>
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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards	
Standard #	Standard Description
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/respo 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery

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



Subject: Physical Education	Grade: 2nd	Unit: November	Pacing: 4 weeks
Unit Title: Soccer & Cupstacking			

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> There are many skills associated with playing cup stacking, bucket stacking, and soccer. 	<ul style="list-style-type: none"> What are ways that you can stack buckets and cups? What are the basic soccer skills you need to know?

Objectives
<ul style="list-style-type: none"> Students will be able to identify ways to stack buckets and cups. Students will be able to demonstrate basic soccer skills.

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

- Written records

Key Vocabulary

- defense
- offense
- soccer player positions

Resources & Materials

- Physical Education Equipment
- SPARK Book

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to view videos demonstrating various cup stacking strategies and will create collages showing the different methods.

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

Interdisciplinary Integration

Activities:

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

Resources:

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

- US Department of Education STEM - <http://www.ed.gov/stem>
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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
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- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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21st Century Life Skills Standards

Activities:

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

Standard #	Student Learning Objectives
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards	
Standard #	Standard Description
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2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/respo 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery

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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: December	Pacing: 4 weeks
Unit Title: Tossing & Catching			

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> Tossing and catching are essential skills for playing sports. 	<ul style="list-style-type: none"> How can you catch something? How can you throw something?

Objectives
<ul style="list-style-type: none"> Students will be able to demonstrate how to catch something. Students will be able to demonstrate how to throw something.

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

- Written records

Key Vocabulary

- Sportsmanship
- Safety

Resources & Materials

- Physical Education Equipment
- SPARK Book

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to create short videos on the different ways to throw and catch items.

Standard

8.1.2.CS.1

Standard Description

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

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

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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Standard	Standard Description
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21st Century Life Skills Standards

Activities:

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

Standard #	Student Learning Objectives
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards

Standard #	Standard Description
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2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<p>e-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: January	Pacing: 4 weeks
Unit Title: Basketball			

OVERVIEW OF UNIT:

The students will practice their basketball skills.
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Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> • There are a variety of skills involved in playing basketball. 	<ul style="list-style-type: none"> • What skills are important to play basketball?

Objectives
<ul style="list-style-type: none"> • Students will be able to explain the skills that are important to playing basketball.

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

Key Vocabulary

- Sportsmanship
- Basketball

Resources & Materials

- Physical Education Equipment
- SPARK Book

Technology Infusion**Teacher Technology:**

- Chromebook

Student Technology:

- Chromebook

Activities:

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

Standard**Standard Description**

8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration**Activities:**

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

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards

Standard #	Standard Description
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: February	Pacing: 4 weeks
Unit Title: Hula-Hoops			

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Sportsmanship is a key skill to have when playing team sports. ● It is essential to be safe when playing sports. 	<ul style="list-style-type: none"> ● How can you be a good friend when playing sports? ● What are ways that you can keep safe while playing sports?

Objectives
<ul style="list-style-type: none"> ● Students will be able to demonstrate how to be a good friend when playing sports. ● Students will be able to identify ways to keep themselves safe while playing sports.

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

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Key Vocabulary

- | |
|---|
| <ul style="list-style-type: none"> • Sportsmanship |
|---|

Resources & Materials

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| <ul style="list-style-type: none"> • Physical Education Equipment • SPARK Book |
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Technology Infusion

<p>Teacher Technology:</p>

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| <ul style="list-style-type: none"> • Chromebook |
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<p>Student Technology:</p>

- | |
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| <ul style="list-style-type: none"> • Chromebook |
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<p>Activities:</p>

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| <ul style="list-style-type: none"> • Students will utilize Chromebooks to create collages of how to be a good friend when playing sports. |
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Standard	Standard Description
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8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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Interdisciplinary Integration

<p>Activities:</p>

- | |
|---|
| <ul style="list-style-type: none"> • Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. |
|---|

<p>Resources:</p>

- | |
|---|
| <ul style="list-style-type: none"> • Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html • Engineering Go For It! - http://egfi-k12.org/ • US Department of Education STEM - http://www.ed.gov/stem • Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html |
|---|

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards

Standard #	Standard Description
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2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<p>e-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: March	Pacing: 4 weeks
Unit Title: Locomotor			

OVERVIEW OF UNIT:

The students will practice their locomotor skills.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● It is important to be a good sport when playing. ● It is necessary to be safe when playing. 	<ul style="list-style-type: none"> ● How can you be a good friend when playing sports? ● What are ways that you can keep safe while playing sports?

Objectives
<ul style="list-style-type: none"> ● Students will be able to identify ways they can be a good friend when playing sports. ● Students will be able to demonstrate ways to keep safe while playing sports.

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

- Written records

Key Vocabulary

- Sportsmanship
- Locomotor

Resources & Materials

- Physical Education Equipment
- SPARK Book

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to create collages showing pictures of ways they can keep safe while playing sports.

Standard

Standard Description

8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

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

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards

Standard #	Standard Description
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2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<p>e-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: April	Pacing: 4 weeks
Unit Title: Fitness & Muscular Development			

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> • There are many activities you can do to improve your fitness. • It is important to improve your muscular development. 	<ul style="list-style-type: none"> • How can you improve your fitness levels? • What are ways that you can increase your muscular development?

Objectives
<ul style="list-style-type: none"> • Students will be able to demonstrate how to improve fitness levels. • Students will be able to identify ways that they can increase their muscular development.

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

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

Key Vocabulary

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Sportsmanship | <ul style="list-style-type: none"> ● Muscular development |
|---|--|

Resources & Materials

- | |
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| <ul style="list-style-type: none"> ● Physical Education Equipment ● SPARK Book |
|--|

Technology Infusion

Teacher Technology:

- | |
|---|
| <ul style="list-style-type: none"> ● Chrombook |
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Student Technology:

- | |
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| <ul style="list-style-type: none"> ● Chrombook |
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Activities:

- | |
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| <ul style="list-style-type: none"> ● Students will utilize Chromebooks to watch videos on how to improve fitness levels and increase their muscular development. |
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Standard	Standard Description
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8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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Interdisciplinary Integration

Activities:

- | |
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| <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. |
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Resources:

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| <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem |
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- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards

Standard #	Standard Description
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2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<p>e-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: May	Pacing: 4 weeks
Unit Title: Physical Fitness Challenge			

OVERVIEW OF UNIT:

The students will compete in the Presidential Fitness Challenge activities.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● It is important to keep fit and stay healthy. 	<ul style="list-style-type: none"> ● How can you improve your fitness levels? ● How are ways that you can be a good sport when playing?

Objectives
<ul style="list-style-type: none"> ● Students will be able to demonstrate ways to improve their fitness levels. ● Students will be able to identify ways they can be a good sport when playing.

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

- Written records

Key Vocabulary

- Sportsmanship
- Muscular development

Resources & Materials

- Physical Education Equipment
- SPARK Book

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to watch videos that demonstrate how to be a good sport when playing.

Standard

8.1.2.CS.1

Standard Description

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

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

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
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- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>

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

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards

Standard #	Standard Description
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2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<p>e-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: Physical Education	Grade: 2nd	Unit: June	Pacing: 4 weeks
Unit Title: Parachute & Scooter			

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Gross motor skills are necessary skills to learn as you grow. ● It is important to be a good sport when playing with friends. 	<ul style="list-style-type: none"> ● How can parachutes and scooters help your gross motor skills? ● How are ways that you can be a good sport when playing?

Objectives
<ul style="list-style-type: none"> ● Students will be able to identify ways in which parachutes and scooters can help their gross motor skills. ● Students will be able to demonstrate how to be a good sport when playing.

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

- Written records

Key Vocabulary

- Sportsmanship
- Gross motor skills

Resources & Materials

- Physical Education Equipment
- SPARK Book

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will use Chromebooks to watch videos on how to be a good sport when playing.

Standard

8.1.2.CS.1

Standard Description

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

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

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
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21st Century Life Skills Standards

Activities:

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

Standard #	Student Learning Objectives
9.4.2.CI.1	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Careers

Activities:

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

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

Standards

Standard #	Standard Description
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

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