



**Totowa Public Schools**

**Physical Education**

**Grades 6-8**

**Aligned to NJSL Standards**

**Revised and BOE Adopted:**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Movement Skills & Concepts	9 Weeks	
Lifelong Fitness	9 Weeks	
Physical Fitness	9 Weeks	

<b>Title</b>	Movement Skills & Concepts
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<p>Cooperative Games:</p> <ul style="list-style-type: none"> <li>• To what extent does strategy influence performance in cooperative activities?</li> <li>• What skills are necessary to successfully work within a group to achieve a common goal?</li> <li>• How can the skills learned throughout cooperative activities, such as building trust and effectively communicating, be used in life outside of PE?</li> </ul> <p>Team Sports:</p> <ul style="list-style-type: none"> <li>• What can you gain from participating in team/individual sports?</li> <li>• To what extent does strategy influence performance in competitive games and activities?</li> <li>• How do you apply sportsmanship to daily life? How are the social lessons learned through group activity applied to other long term daily life experiences?</li> </ul>
<b>Enduring Understandings</b>	The ability to create solutions to solve tasks at hand is an important skill for students and increases the likelihood for success when faced with a challenge.
<b>Learning Outcomes</b>	Cooperative Games:

- Students will have the ability to compare and contrast the use of offensive and defensive strategies in game situations
- Students will have the skills and knowledge to apply training principles to individual and
- cooperative games/activities
- Students will have the ability to assess the effectiveness teamwork/cooperation to work
- towards achieving a specific goal
- Compare and contrast different types of verbal and nonverbal communication that are appropriate in cooperative activities
- Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and make recommendations for
- improvement

#### Team Sports:

- Introduce essential questions and emphasize that team sports can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills
- Teacher led skill based instruction (yoga/dance)
- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance)..
- Detect, analyze, and correct errors and apply to refine movement skills.
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher informal observations, class discussion, class participation, oral and written responses.
<b>Summative</b>	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
<b>Alterative and Benchmark</b>	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary

	Source Documents, Appropriate Physical Education Equipment for games and exercises. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>• 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).</li> </ul>
Feedback from others and self-assessment impacts performance of movement skills and concepts.	<ul style="list-style-type: none"> <li>• 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</li> </ul>
Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>• 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li> </ul>
<b>Comprehensive Health and Physical Education Practices</b>	
The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.	

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

**NJ: 2016 SLS: English Language Arts**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- SL.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.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 8th Grade)**

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

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 8th Grade)**

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

**Title**

Lifelong Fitness



<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to move and maintain an active lifestyle?</li> <li>• How can I maintain an active lifestyle?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Discuss the stages of movement skill development and the importance of practice;</li> <li>• Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, recreational activities);</li> <li>• Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance;</li> <li>• Identify choreographic principles, processes, and structures;</li> <li>• Demonstrate an understanding of dance in various cultures and historic periods;</li> <li>• Make connections between movement and dance and healthful living;</li> <li>• Utilize self-evaluation and external feedback to detect and correct errors in one's movement performance;</li> <li>• Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities);</li> <li>• Apply the concepts of force and motion (e.g., weight transfer, power, speed, agility, range of motion) to impact performance;</li> <li>• Create/choreograph, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm and musical style (e.g., creative, cultural, social, and fitness dance);</li> <li>• Describe how equilibrium, rotation, and range of motion affect performance; and describe the influence of history and culture on games, sports, and dance.</li> </ul>

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher informal observations, class discussion, class participation, oral and written responses.
<b>Summative</b>	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
<b>Alternative and Benchmark</b>	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Appropriate Physical Education Equipment for games and exercises. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.</li> <li>• 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>• 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.</li> </ul>
Community resources can provide participation in physical activity for self and family members.	<ul style="list-style-type: none"> <li>• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</li> <li>• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</li> </ul>

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

**NJ: 2016 SLS: English Language Arts**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- SL.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.

- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 8th Grade)**

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

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

**Interdisciplinary/21st Century Connections**

Connections and Skills	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
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<b>Title</b>	Physical Fitness
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can a student determine how physically fit they are?</li> <li>• What is the difference between skill-related and health-related fitness?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>• Recognize and involve others of all ability levels into a physical activity.</li> <li>• Implement and assess the effectiveness of a fitness plan based on health data.</li> <li>• 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.</li> <li>• Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> <li>• Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</li> <li>• Analyze how medical and technological advances impact personal fitness.</li> </ul>

- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

<b>Assessment Evidence</b>	
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<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T))	<ul style="list-style-type: none"> <li>• 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>• 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> <li>• 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).</li> </ul>

- 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.

**Comprehensive Health and Physical Education Practices**

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

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- Using technology tools responsibly

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**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 8th Grade)**

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

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**



**NJSLS Performance Expectations (By the end of 8th Grade)**

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

<b>Time/General</b>	<b>Processing</b>	<b>Comprehension</b>
<ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<b>Tests/Quizzes/Grading</b>	<b>Behavior/Attention</b>	<b>Organization</b>
<ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> </ul>

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• Reinforce student for staying on task</li></ul> | <ul style="list-style-type: none"><li>• Display a written agenda</li></ul> |
|--|---|--|



**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

## Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

## Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.

- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.