



**Totowa Public Schools**

**Physical Education**

**Grades K-2**

**Aligned to NJSLS 2020 Standards**

**BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### 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         |              |

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|-------------------------------------|--|
| <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>          | <ul style="list-style-type: none"> <li>• How does effective and appropriate movement affect wellness?</li> <li>• How can we move effectively and efficiently?</li> <li>• How do we interact with others during physical activity?</li> <li>• Why is physical fitness important?</li> <li>• How can fitness be developed?</li> <li>• What does teamwork look like and sound like?</li> <li>• How can we maximize safety and enjoyment when playing with others?</li> <li>• Why are ball handling skills important?</li> <li>• How can ball handling skills be used in other activities and environments outside of PE class?</li> <li>• What are manipulatives? Why are manipulative skills important?</li> <li>• How can manipulative skills be used in other activities and environments outside of PE class?</li> <li>• Why is moving in many different ways important?</li> <li>• How can moving in many different ways be used in other activities and environments outside of PE class?</li> <li>• How can playing large group games affect performance in other sports and physical activities?</li> <li>• What does it mean to be a good teammate?</li> </ul> |

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| <p><b>Enduring Understandings</b></p> | <ul style="list-style-type: none"> <li>• Learning to move effectively and safely will lead to a higher physical activity participation throughout life.</li> <li>• Moving carefully and correctly is the core foundation for participation in games, dance, sports and recreational activities.</li> <li>• Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</li> <li>• Regular physical activity promotes fitness.</li> <li>• Competitive and cooperative strategies in should be used at different times in games, sports, and other movement activities.</li> <li>• There is a difference between offense and defense.</li> <li>• Game strategies enable team members to achieve goals.</li> <li>• Good sportsmanship involves cooperation, communication and positive interactions with teammates and opponents.</li> <li>• Movement is affected by changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• Movement skills should be performed with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).</li> <li>• Playing large group games develops skills that are used in many sports and physical activities</li> </ul> |
| <p><b>Learning Outcomes</b></p>       | <ul style="list-style-type: none"> <li>• Individual assess themselves as well as their peers.</li> <li>• Provide positive feedback.</li> <li>• Maintaining physical, social, and emotional health by practicing healthy behaviors and goal setting.</li> <li>• Engaging in a physically active lifestyle.</li> <li>• Demonstrate proper manipulative movements.</li> <li>• Differentiate non-locomotor and locomotor movements.</li> <li>• Throwing, catching, bouncing, and kicking objects.</li> <li>• Moving and traveling safely (Walking, running, dodging, chasing, fleeing).</li> <li>• Locomotor Movements (skip, hop, gallop, slide, shuffle).</li> <li>• Apply offensive and defensive strategies in a game setting.</li> </ul>   |

- Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.
- Movement skills and concepts include learning and investigating the fundamentals of movement.
- Movement skills fall into three categories: locomotor, non-locomotor and manipulative skills.
- Teamwork consists of effective communication and respect among class and team members.

| <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>                                   | <p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio, orally assessed responses</p> <p>Benchmark – Teacher generated project or assessment, Tests, Student portfolio/project, student demonstration/activities, FITT Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p> |
| <b>Resources to Promote Learning</b>                               |  |
| <b>Resources &amp; Equipment Needed</b>                            | <p>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.</p> <p><a href="#">Approved Class Resource List</a></p>                               |
| <b>Content &amp; Interdisciplinary Standards</b>                   |  |
| <b>NJ 2020 SLS: Health &amp; Physical Education</b>                |  |
| <b>Core Ideas</b>  | <b>Performance Expectation</b>   |
| The body moves with confidence in a variety of the age appropriate | <ul style="list-style-type: none"> <li>• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> </ul>   |

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|--|---|
| <p>performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> | <ul style="list-style-type: none"> <li>• 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>• 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.</li> <li>• 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li> </ul>   |
| <p>Feedback impacts and improves the learning of movement skills and concepts.</p>   | <ul style="list-style-type: none"> <li>• 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</li> </ul>  |
| <p>Teamwork consists of effective communication and respect among class and team members.</p>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>• 2.2.2.MSC.8: Explain the difference between offense and defense.</li> </ul>   |
| <p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>   | <ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>• 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).</li> <li>• 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul> |
| <p>Individuals enjoy different activities and grow at different rates.</p> <p>Personal hygiene and self-help skills promote healthy habits.</p>  | <ul style="list-style-type: none"> <li>• 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> <li>• 2.1.2.PGD. 2: Develop an awareness of healthy habits.</li> <li>• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> </ul>  |
| <p><b>Comprehensive Health and Physical Education Practices</b></p>  |   |

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**

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.1.1. Ask and answer questions about key details in a text.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**NJSLS Performance Expectations (By the end of 2nd Grade)**

8.2.2.ITH.3: Identify how technology impacts or improves life.

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

**NJSLS Performance Expectations (By the end of 2nd Grade)**

9.4.2.TL.2: Create a document using a word processing application.

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)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Interdisciplinary/21st Century Connections**

**Visual & Performing Art – Dance**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.



- 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
- 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
- 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
- 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
- 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific

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|                               | <p>alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).</p> <ul style="list-style-type: none"> <li>• 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.</li> <li>• 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.</li> </ul> |
| <b>SEL</b>                    | <ul style="list-style-type: none"> <li>• Responsible Decision-Making</li> <li>• Self-Awareness</li> <li>• Self-Management</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a></p>  |
| <b>Connections and Skills</b> | <ul style="list-style-type: none"> <li>• Critical thinking &amp; Problem Solving</li> <li>• Collaboration and Teamwork</li> <li>• Creativity and Innovation</li> </ul>   |

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| <b>Title</b>                        | Lifelong Fitness   |
| <b>Unit Duration</b>                | 9 Weeks  |
| <b>Unit Summary &amp; Rationale</b> | <i>Students will think critically about how regular physical activity contributes to being “well” and will explain what it means to be physically fit and explain how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals.</i>  |
| <b>Unit Goals</b>                   |  |
| <b>Essential Questions</b>          | <ul style="list-style-type: none"> <li>• Why is physical fitness important to lead a healthy lifestyle?</li> <li>• What different ways can the body move given a specific purpose?</li> <li>• How will physical activity help us now and in the future?<br/>Why is it important to incorporate mindfulness?</li> <li>• What are some of the major yoga poses?</li> <li>• What are some lifetime fitness activities?</li> </ul> |

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| <b>Enduring Understandings</b>          | <ul style="list-style-type: none"> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul>  |
| <b>Learning Outcomes</b>                | <ul style="list-style-type: none"> <li>Adapt to different surfaces during physical activity</li> <li>Explore the body's range of motion</li> <li>Identify physical activities available outside of school that are in the community</li> <li>Express feelings and emotions throughout activities to increase positive behaviors</li> <li>Monitor their own games</li> <li>Sustain in physical play for an extended period of time</li> <li>Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.</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>        | <p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio, orally assessed responses</p> <p>Benchmark – Teacher generated project or assessment, Tests, Student portfolio/project, student demonstration/activities, FITT Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>  |
| <b>Resources to Promote Learning</b>    |   |
| <b>Resources &amp; Equipment Needed</b> | <p>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.</p> <p><a href="#">Approved Class Resource List</a></p>  |

## Content & Interdisciplinary Standards

### NJ 2020 SLS: Health & Physical Education

| Core Ideas  | Performance Expectation   |
|---|---|
| Exploring wellness components provide a foundational experience of physical movement activities.  | <ul style="list-style-type: none"><li>• 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.</li><li>• 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.</li><li>• 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li></ul> |
| Resources that support physical activity are all around you.  | <ul style="list-style-type: none"><li>• 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</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. |   |
| <ul style="list-style-type: none"><li>• Acting as responsible and contributing member of society</li></ul>  |   |
| <ul style="list-style-type: none"><li>• Building and maintaining healthy relationships</li></ul>  |   |
| <ul style="list-style-type: none"><li>• Communicating clearly and effectively (verbal and nonverbal)</li></ul>  |   |
| <ul style="list-style-type: none"><li>• Resolving conflict</li></ul>  |   |
| <ul style="list-style-type: none"><li>• Attending to personal health, emotional, social and physical well-being</li></ul>   |   |
| <ul style="list-style-type: none"><li>• Engaging in an active lifestyle</li></ul>   |   |
| <ul style="list-style-type: none"><li>• Making decisions</li></ul>  |   |

- Managing-self

- Setting goals

- Using technology tools responsibly

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

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
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### **2020 SLS: Computer Science & Design Thinking**

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| <b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>   |  |
| <ul style="list-style-type: none"> <li>8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>  |  |
| <b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>  |  |
| <b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>   |  |
| <ul style="list-style-type: none"> <li>9.4.2.TL.2: Create a document using a word processing application.</li> <li>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</li> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> </ul> |  |
| <b>Interdisciplinary/21st Century Connections</b>   |  |
| <b>Visual &amp; Performing Art – Dance</b>  | <ul style="list-style-type: none"> <li>1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.</li> </ul>              |
| <b>SEL</b>  | <ul style="list-style-type: none"> <li>Responsible Decision-Making</li> <li>Self-Awareness</li> <li>Self-Management</li> </ul> <a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a> |
| <b>Connections and Skills</b>   | <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Technology Literacy</li> <li>Information and Media Literacy</li> </ul>   |

|                                     |  |
|-------------------------------------|--|
| <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>• What is the minimum amount of exercise I can do to stay physically fit?</li> <li>• What can we do to be physically active and why is this important?</li> <li>• Why is physical activity important?</li> </ul>   |
| <b>Enduring Understandings</b> | <ul style="list-style-type: none"> <li>• Regular physical activity will help improve and develop motor skills.</li> <li>• Proper technique and repetition performing a specific skill will lead to growth and progress in that general area.</li> <li>• Participation in physical activity develops and maintains a healthy, active lifestyle.</li> </ul>   |
| <b>Learning Outcomes</b>       | <ul style="list-style-type: none"> <li>• How to engage in moderate to vigorous age-appropriate physical movement and activities ( games, challenges, team building)</li> <li>• Have strategies and skills that enable team members and individuals to achieve goals.</li> <li>• Move body parts in a controlled manner.</li> <li>• Develop and refine motor skills</li> <li>• Develop and refine gross motor skills (hopping, galloping, jumping, running and marching)</li> <li>• 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).</li> <li>• Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.</li> <li>• Learn and practice a variety of dances and movements.</li> <li>• Career Exploration - Discuss and review careers in physical fitness and education.</li> </ul> |

| <b>Assessment Evidence</b>       |  |
|----------------------------------|--|
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|   | Benchmark – Teacher generated project or assessment, Tests, Student portfolio/project, student demonstration/activities, FITT Assessment<br><br><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.<br><br><a href="#">Approved Class Resource List</a>   |
| <b>Content &amp; Interdisciplinary Standards</b>  |   |
| <b>NJ 2020 SLS: Health &amp; Physical Education</b>   |   |
| <b>Core Ideas</b>   | <b>Performance Expectation</b>  |
| The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.   | <ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>• 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).</li> <li>• 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Acting as responsible and contributing member of society</li> </ul>  |   |



- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
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**NJ: 2016 SLS: English Language Arts**

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.1.1. Ask and answer questions about key details in a text.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.2.2.ITH.3: Identify how technology impacts or improves life.

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

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.4.2.TL.2: Create a document using a word processing application.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

**Interdisciplinary/21st Century Connections**

**Visual & Performing Art – Dance**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

|                               |  |
|-------------------------------|--|
|                               | <ul style="list-style-type: none"> <li>• 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.</li> <li>• 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.</li> <li>• 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.</li> </ul> |
| <b>SEL</b>                    | <ul style="list-style-type: none"> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• <a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a></li> </ul>  |
| <b>Connections and Skills</b> | <ul style="list-style-type: none"> <li>• Career Awareness and Planning</li> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>  |

| <b>Accommodations &amp; Modifications</b>   |   |   |
|---|---|---|
| <b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>  |   |   |
| <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> <li>• Reinforce student for staying on task</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> <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.