Moonachie School District

Physical Education Curriculum:

Grades K-2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022

| **CHPE: PHYSICAL EDUCATION** | |
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| **Grades K-2** | |
| **2.2 Physical Wellness** | |
| **DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS** | |
| Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move). | |
| **Core Ideas** | **Performance Expectation Standards** |
| The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports and recreational activities | * 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, 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). |
| Feedback impacts and improves the learning of movement skills and concepts | * 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. |
| Teamwork consists of effective communication and respect among class and team members. | * 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. |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
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| **Activity 1: 2.2.2.MSC.1**  Walking, balancing, hopping, skipping, running, galloping, shuffle, animal walks. | Students will be able to complete a sequence of locomotor movements through a series of tag and evasion games. | **Kindergarten**  -Fleeing and Chasing  -Tag Games  **1st Grade**  -Evasion Games  -Tag Games  **2nd Grade**  **-** Tag Games  -Evasion Games  - Jump Rope | **-**Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 2- 2.2.2.MSC.2**  **S**tretching, bending, twisting, curling, balancing, over, under, around, through. | Students will be able to differentiate between non-locomotor and locomotor skills incorporated in movement activities. | **Kindergarten**  -Obstacle course  -Relays  **1st Grade**  -Obstacle course  -Yoga  **2nd Grade**  -Obstacle Course  -Gymnastics  -Relays | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 3- 2.2.2.MSC.3**  Throwing, catching, dribbling, running, kicking, pathways | Students will be able to properly demonstrate manipulative movement skills through stations and games. | **Kindergarten**  **-**Stations  -Fleeing and chasing  -Obstacle course  -Relay Races  -Tag Games  **1st Grade**  -Skills work  -Evasion games  **2nd Grade**  -Basketball  -Wiffle ball  -Soccer  -Kickball  -Football | -Self evaluation  -Peer evaluation  -Teacher evaluation  [Throwing Rubric](https://docs.google.com/document/d/1KRoT2gZNBOL9SyDyN1KipgFW8WQ21yxbUivBid6yJdM/edit?usp=sharing) |
| **Activity 4- 2.2.2.MSC.4**  Throwing, catching, dribbling | Students will be able to differentiate movements such as throwing, catching, and dribbling through game play. | **Kindergarten**  **-**Stations  -Fleeing and chasing  -Obstacle course  -Relay Races  -Tag Games  **1st Grade**  -Skills work  -Evasion games  **2nd Grade**  -Basketball  -Wiffle ball  -Soccer  -Kickball  -Football | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 5- 2.2.2.MSC.5**  Skill work and game play | Students will be able to adjust and correct movements and skills in response to feedback. | **-Kindergarten**  **-**Stations  -Fleeing and chasing  -Obstacle course  -Relay Races  -Tag Games  **1st Grade**  -Skills work  -Evasion games  **2nd Grade**  -Basketball  -Wiffle ball  -Soccer  -Kickball  -Football | -Self evaluation  -Peer evaluation  [Judge’s Card Peer Assessment](https://drive.google.com/file/d/1Uy16LPMAoKgBU0-s7BOXO1XCRoAIM6rd/view)  Teacher evaluation |
| **Activity 6- 2.2.2.MSC.6**  Behaviors, etiquette, sportsmanship,respect, teamwork, safety, | Students will be able toexecute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. | **Kindergarten**  -Sportsmanship code  -Back to school lessons  -Team building games  -Cooperative games  **1st Grade**  -Sportsmanship code  -Back to school lessons  -Team building games  -Cooperative games  **2nd Grade**  -Sportsmanship code  -Back to school lessons  -Team building games  -Cooperative games | -Self evaluation  -Peer evaluation  -Teacher evaluation  [Behavior-Sportsmanship Rubric.pdf](https://drive.google.com/open?id=18TlDkzbF_tekANHrvz5iyE-S4__UZpTF) |
| **Activity 7- 2.2.2.MSC.7**  Kindness, caring, respect, teamwork, sportsmanship, SEL, mindfulness, breathing, self respect. | Students will be able todemonstrate kindness towards self and others during physical activity to create a safe and caring environment. | **Kindergarten**  **-**yoga  -breathing exercises  -shaking hands  **1st Grade**  -Sportsmanship code  -Back to school lessons  **2nd Grade**  -Team building games  -Cooperative games | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 8- 2.2.2.MSC.8**  Offense, defense, scoring, protecting, blocking, stopping, | Students will be able toexplain the difference between offense and defense. | **-Kindergarten**  **-**Stations  -Fleeing and chasing  -Obstacle course  -Relay Races  -Tag Games  **1st Grade**  -Skills work  -Evasion games  **2nd Grade**  -Basketball  -Wiffle ball  -Soccer  -Kickball  -Football | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Resources/Materials** | **Resources:**  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://thephysicaleducator.com/>  <https://www.pecentral.org/>  <https://www.youtube.com/watch?v=X655B4ISakg>  <https://cosmickids.com/>  [www.thepeproject.com](http://www.thepeproject.com)  <https://kirawilley.com/album/840172/mindful-moments-for-kids-free>  <https://peuniverse.com/>  <https://fairviewpe.blogspot.com/>  <https://teachphysed.weebly.com/>  **Materials:**  Various balls, Hula-HoopsJump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scarves, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Parachute, Balance Bikes, Music | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **Science - K-2**  PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2- 1), (K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (KPS2-1), (K-PS2-2) | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.  9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). | | |
| **Computer Science and Design Thinking** | 8.1.2.AP.4: Break down a task into a sequence of steps. | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructions  Same language partners  Translated notes/rules  Use of technology  Videos in other languages | Equipment:  Larger/lighter bat  Use of velcro  Larger goal/target  Mark positions on playing field  Lower goal/target  Scoops for catching  Vary balls (size, weight, color, texture)  Movements:  Change locomotor patterns  Modify grasps  Modify body positions  Reduce number of actions  Use different body parts  Rules, Cues:  Demonstrate/model activity  Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher  Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods  Playing Area:  Decrease distance  Use well-defined boundaries  Simplify patterns  Adapt playing area (smaller, obstacles removed | Teacher modeling  Peer modeling  Study guides  Multiple Opportunities  Extended time  Parent communication  Modified assignments  Provide choices  Create instructional objectives with realistic connections  Provide additional opportunities for support and instruction | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities  Demonstration | Equipment:  Larger/lighter bat  Use of velcro  Larger goal/target  Mark positions on playing field  Lower goal/target  Scoops for catching  Vary balls (size, weight, color, texture)  Movements:  Change locomotor patterns  Modify grasps  Modify body positions  Reduce number of actions  Use different body parts  Rules, Cues:  Demonstrate/model activity  Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher  Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods  Playing Area:  Decrease distance  Use well-defined boundaries  Simplify patterns  Adapt playing area (smaller, obstacles removed |

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| **Grades K-2** | |
| **2.2 Physical Wellness** | |
| **DISCIPLINARY CONCEPT: PHYSICAL FITNESS** | |
| Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions. | |
| **Core Ideas** | **Performance Expectation Standards** |
| The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. | * 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. |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
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| **Activity 1: 2.2.2.PF.1**  Healthy heart, strong bones, increased energy, strong muscles, health related fitness components, flexibility, strength, cardiovascular exercise | Students will be able to explain physical fitness in relation to their overall health. | **Kindergarten**  -Running Relays  -Sit-ups  -ABC Push-ups  -Stretching  -Alphabet Fitness  **1st Grade**  -Running Relays  -Sit-ups  -ABC Push-ups  -Stretching  -Alphabet Fitness  **2nd Grade**  -Planks  -Running Relays  -Sit-ups  -ABC Push-ups  -Stretching  -Alphabet Fitness | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 2: 2.2.2.PF.2**  Locomotor skills/animal movements,push-ups, sit-ups, squats, jumping jacks, lunges, jump rope | Students will be able to move their body in a controlled manner. | **Kindergarten**  -Yoga  -Gymnastics  -Fitness skills  -Team games  -Fleeing/chasing  -Tagging  -Relays  **1st Grade**  Yoga  -Gymnastics  -Fitness skills  -Team games  -Fleeing/chasing  -Tagging  -Relays  **2nd Grade**  -Gymnastics  -Fitness skills  -Team games  -Fleeing/chasing  -Tagging  -Relays  -Jump Rope | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 3: 2.2.2.PF.3**  Team games, challenges, team building, teamwork, sportsmanship, | Students will be able toengage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement. | **-Kindergarten**  **-**Stations  -Fleeing and chasing  -Obstacle course  -Relay Races  -Tag Games  **1st Grade**  -Skills work  -Evasion games  **2nd Grade**  -Basketball  -Wiffle ball  -Soccer  -Kickball  -Football | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 4: 2.2.2.PF.4-**  Goal setting, fleeing, chasing, offense, defense, leadership, teamwork, listening, communication, collaboration, respect. | Students will be able todemonstrate strategies and skills that enable team and group members to achieve goals. | **-Kindergarten**  **-**Stations  -Fleeing and chasing  -Obstacle course  -Relay Races  -Tag Games  **1st Grade**  -Skills work  -Evasion games  **2nd Grade**  -Basketball  -Wiffle ball  -Soccer  -Kickball  -Football | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Resources/Materials** | **Resources:**  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://thephysicaleducator.com/>  <https://www.pecentral.org/>  <https://www.youtube.com/watch?v=X655B4ISakg>  <https://cosmickids.com/>  [www.thepeproject.com](http://www.thepeproject.com)  <https://kirawilley.com/album/840172/mindful-moments-for-kids-free>  <https://peuniverse.com/>  <https://fairviewpe.blogspot.com/>  <https://teachphysed.weebly.com/>  **Materials:**  Various balls, Hula-HoopsJump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scarves, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Parachute, Balance Bikes, Music | | |
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| **Career Readiness, Life Literacies and Key Skills** | 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. | | |
| **Computer Science and Design Thinking** | 8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes. | | |

| **Modifications** | | | | |
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| **Grades K-2** | |
| **2.2 Physical Wellness** | |
| **DISCIPLINARY CONCEPT: LIFELONG FITNESS** | |
| Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities. | |
| **Core Ideas** | **Performance Expectation Standards** |
| Exploring wellness components provide a foundational experience of physical movement activities | * 2.2.2.LF.1: Express one's feelings 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). |
| Resources that support physical activity are all around you. | * 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
| --- | --- | --- | --- |
| **Activity 1: 2.2.2.LF.1**  Feelings, emotions, positive behaviors, SEL, breathing, brain breaks, emotional regulation. | Students will be able toexpress one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. | **Kindergarten**  **-**yoga  -breathing exercises  -shaking  hands  -Sportsmanship code  -Back to school lessons  **1st Grade**  **-**yoga  -breathing exercises  -Sportsmanship code  -Back to school lessons  **2nd Grade**  **-**yoga  -breathing exercises  -Sportsmanship code  -Back to school lessons | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 2: 2.2.2.LF.2:**  mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow | Students will be able toperform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments during physical activity. | **-Kindergarten**  **-**Stations  -Fleeing and chasing  -Obstacle course  -Relay Races  -Tag Games  -Parachute  **1st Grade**  -Skills work  -Evasion games  -Parachute  **2nd Grade**  -Basketball  -Wiffle ball  -Soccer  -Kickball  -Football  -Jump Rope (KHC) | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 3: 2.2.2.LF.3:**  Range of motion, stretching, mindfulness, yoga, balancing, flexibility, fitness, health related fitness components, emotional regulation | Students will be able toexplore the body's range of motion through participating in flexibility and breathing exercises. | **Kindergarten**  **-**yoga  -breathing exercises  -Warm-ups  -Cool down  -Fitness relays  **1st Grade**  **-**yoga  -breathing exercises  -Warm-ups  -Cool down  -Fitness relays  **2nd Grade**  **-**yoga  -breathing exercises  -Warm-ups  -Cool down  -Fitness relays | -Self evaluation  -Peer evaluation  -Teacher evaluation |
| **Activity 4: 2.2.2.LF.4:**  Recreational sports, YMCA, boy scouts, girl scouts, AAU, after care, after school clubs, unified clubs, local police department, fire department, summer rec, summer camps, playground, local fields. | Students will be able toidentify physical activities available outside of school that are in the community. | **Kindergarten**  -Recreation sports  -Boy and Girl Scouts  -Summer Camp  -Playgrounds  -After School Clubs  -Walking/Hiking  **1st Grade**  -Recreation sports  -Boy and Girl Scouts  -Summer Camp  -Playgrounds  -After School Clubs  -Bike Riding  -Walking/Hiking  **2nd Grade**  -Basketball  -Recreation sports  -Boy and Girl Scouts  -Summer Camp  -Playgrounds  -After School Clubs  -Bike Riding  -Walking/Hiking | -Shared resources with the community |
| **Resources/Materials** | **Resources:**  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://www.youtube.com/watch?v=XxbXqVt-nNA>  <https://www.youtube.com/watch?v=fnO-lGEMOXk>  <https://thephysicaleducator.com/>  <https://www.pecentral.org/>  <https://www.youtube.com/watch?v=X655B4ISakg>  <https://cosmickids.com/>  [www.thepeproject.com](http://www.thepeproject.com)  <https://kirawilley.com/album/840172/mindful-moments-for-kids-free>  <https://peuniverse.com/>  <https://fairviewpe.blogspot.com/>  <https://teachphysed.weebly.com/>  **Materials:**  Various balls, Hula-HoopsJump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scarves, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Parachute, Balance Bikes, Music | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | |
| **Career Readiness, Life Literacies and Key Skills** | 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. | | |
| **Computer Science and Design Thinking** | 8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes. | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructions  Same language partners  Translated notes/rules  Use of technology  Videos in other languages | Equipment:  Larger/lighter bat  Use of velcro  Larger goal/target  Mark positions on playing field  Lower goal/target  Scoops for catching  Vary balls (size, weight, color, texture)  Movements:  Change locomotor patterns  Modify grasps  Modify body positions  Reduce number of actions  Use different body parts  Rules, Cues:  Demonstrate/model activity  Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher  Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods  Playing Area:  Decrease distance  Use well-defined boundaries  Simplify patterns  Adapt playing area (smaller, obstacles removed | Teacher modeling  Peer modeling  Study guides  Multiple Opportunities  Extended time  Parent communication  Modified assignments  Provide choices  Create instructional objectives with realistic connections  Provide additional opportunities for support and instruction | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities  Demonstration | Equipment:  Larger/lighter bat  Use of velcro  Larger goal/target  Mark positions on playing field  Lower goal/target  Scoops for catching  Vary balls (size, weight, color, texture)  Movements:  Change locomotor patterns  Modify grasps  Modify body positions  Reduce number of actions  Use different body parts  Rules, Cues:  Demonstrate/model activity  Partner assisted  Disregard time limits  Oral prompt  More space between students  Eliminate outs/strike-outs  Allow ball to remain stationary  Allow batter to sit in chair  Place student with disability near teacher  Time:  Vary the tempo  Slow the activity pace  Lengthen the time  Shorten the time  Provide frequent rest periods  Playing Area:  Decrease distance  Use well-defined boundaries  Simplify patterns  Adapt playing area (smaller, obstacles removed |