

CURRICULUM

FOR

RECREATIONAL

SKILLS

GRADES 7 & 8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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James Fisher, Program Supervisor of Special Education/Gifted and Talented

The Board acknowledges the following who contributed to the preparation of this curriculum.

Marisa Catricala

Dr. Patricia Camp, Superintendent of Schools

Subject/Course Title:
Recreational Skills
Grades 7 & 8

Date of Board Adoptions:
October 27, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Pacing Guide

Unit	Title	Pacing
1	Aerobic Conditioning & Fitness	4 weeks
2	Basketball	4 weeks
3	Bowling	4 weeks
4	Dance & Rhythmic Movement	4 weeks
5	Balance & Flexibility	4 weeks
6	Field Hockey & Floor Hockey	4 weeks
7	Football	4 weeks
8	Softball	4 weeks
9	Soccer	4 weeks
10	Tennis	4 weeks

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Aerobic Conditioning and Fitness

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students to identify several types of aerobic activities and participate in a few types while keeping track of their progress.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 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).

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections and Standards:

English Language Arts

7th Grade Standards

- RL.7.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background).
- NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.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.
- SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

8th Grade Standards:

- RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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- W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Unit Understandings:

Students will demonstrate understanding of how to monitor pulse rate and BMI and keep record of their own fitness progress, by participating in various aerobic activities.

Unit Essential Questions:

- How do You monitor HEart rate?
- What is BMI?
- How do you measure BMI?
- What things do I record on my fitness logs?
- What is a calorie?
- When walking how many miles will burn calories?

Knowledge and Skills:

Students will know....

- How to take their pulse rate
- How to record their pulse rate
- Social Skills
- Appropriate peer interaction.

Students will be able to ...

- Participate in fitness activities, such as walking and/or jogging,

- Follow various fitness videos.
- Take and record their heart rates.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Pulse rates generated by activities
- Reaching target heart rate
- Handouts
- Self- evaluation Log
- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Frequent rest periods
- Student can perform just upper body movements where applicable
- Students can perform just lower body movements where applicable
- Give continuous verbal cues.

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)
- Fitness Charts

Equipment Needed:

- Fitness charts
- Computer
- Computer data material
- Stop watch
- Various exercise videos (on computer, game device or DVD player and TV)

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Basketball

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students how to safely shoot a basketball, learn handling skills, such as dribbling, passing, and shooting, and play a modified game with each other.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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Unit Understandings:

Students will understand how to use modified skills to play a basketball game with their peers.

Unit Essential Questions:

- How many points is a basket in basketball?
- What are the rules on the court?
- What are the rules of the basketball game?
- How many players are allowed on the court at once?
- How do you pass a ball?
- What is dribbling?

Knowledge and Skills:

Students will know.....

- Ball handling skills, such as passing, dribbling and shooting.
- Social Skills
- Appropriate peer interaction.

Students will be able to ...

- Demonstrate how to safely shoot a basketball
- Play a modified basketball game with each other.
- Participate in a modified basketball game to their own physical capabilities.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Score of the game
- Handouts
- End of Unit Assessment

Learning Assessments:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Allow traveling
- Partner assistance
- Oral Prompts
- Allow two hand dribbling
- If a student is in a wheelchair, allow them to hold the ball on their lap while moving around.
- Use of a beeper ball for students with visual impairments.

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- Basketballs of various sizes and weight
- Various sized targets and hoops
- Modify court size and rules

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Bowling

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students to participate in a game of bowling and score their progress.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

Career Readiness, Life Literacies, Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

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

Interdisciplinary Connections and Standards:

English Language Arts

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RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background).

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- SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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- L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Unit Understandings:

Students will demonstrate understanding of how to safely roll a bowling ball towards pins, and score their own game. .

Unit Essential Questions:

- How many bowling pins are used in bowling?
 How many points are the pins worth?
 When rolling the bowling ball, how do you aim at the pins?
 Are you on a team or can you play individually?

Knowledge and Skills:

Students will know.....

- How to safely roll a bowling ball towards the bowling pins
- Social Skills
- Appropriate peer interaction.
- Team work

Students will be able to ...

- Demonstrate how roll the bowling ball towards the pins
- PScore themselves based on the bowling pins they knocked down.
- Participate in a modified game of bowling based on to their own physical capabilities.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Score at the end of the game
- Handouts
- Self- evaluation Log
- End of Unit Assessment

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Simplify or reduce number of steps or remain in stationary position
- Use two hand on the ball instead of one
- Use a bowling ball ramp.
- Pair students with a partner to help in rolling the ball.
- Give continuous verbal cues.

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- Bowling balls of various sizes and weight
- Various sized targets.
- Bowling ramp.

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Dance & Rhythmic Movements

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students to participate in various forms of movement patterns and dance for social enjoyment and personal fitness.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.5:** Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.PF.2:** Explore how to move different body parts in a controlled manner

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
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Unit Understandings:

Students will demonstrate understanding to the best of their ability the locomotive patterns, and to perform several popular social, cultural, and/or line dances.

Unit Essential Questions:

- What are the difference dances?
- Why is dancing an aerobic activity?
- Where did the dances originate from?
- Can you do the dances to all different music?
- What is a line dance?

Knowledge and Skills:

Students will know.....

- *The locomotive patterns will be to walk, run, hop, jump, leap, slide, skip, and gallup.*
- *Basic steps, positions, and formations of popular dances.*
- *Appropriate peer interaction.*
- *Social Skills*

Students will be able to ...

- *Demonstrate how to engage in popular dances*

- Practice and perform dances as a group
- Participate in modified dance moves based on their own physical capabilities.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Teacher feedback
- Self evaluation
- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Slow pace of sequential progression
 - Allow more time
 - Slow music tempo
 - Learn shorter patterns
- Teacher will walk through the demonstration

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- CD player
- Charts of the Dances

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Balance and Flexibility

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students to improve their balance and increase their overall flexibility.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.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).
- 2.2.5.MSC.1:** Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2:** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections and Standards:

English Language Arts

7th Grade Standards

- RL.7.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background).
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 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.
- SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

8th Grade Standards:

- RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Unit Understandings:

Students will demonstrate understanding to the best of their ability several muscle stretches to increase flexibility and engage in several static balance movements

Unit Essential Questions:

- What are the major muscles groups?
- What are balance poses?
- What muscle groups do I use for specific stretches?

Knowledge and Skills:

Students will know.....

- Major muscle groups
- Static balance positions
- Social Skills
- Appropriate peer interaction.
- Team work

Students will be able to ...

- Practice walking on a balance beam
- Walking with with buddy walkers
- Engage in several sitting and balancing activities

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Effort & Participation
- Pre & post teasing measurements of flexibility
- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Partner assistance
- Allow more practice time
- Visual cues
- Verbal cues

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)
- Fitness Charts

Equipment Needed:

- Exercise Balls
- Buddy walkers
- Folding mats
- Low balance beam
- Measuring tape
- Sit and reach measuring table

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Floor Hockey & Field Hockey

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students several floor hockey skills to use in a game situation, to the best of their ability. The students will be able to identify the difference between the two sports.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.5.MSC.3:** Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- 2.2.5.MSC.6:** Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7:** Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections and Standards:

English Language Arts

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- L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Unit Understandings:

Students will demonstrate understanding of how to safely move the ball down the field or court by dribbling and passing the puck to their partner, and practice shooting into a goal.

Unit Essential Questions:

- What is field hockey?
- What is floor hockey?
- Why do you use a puck for floor hockey and a ball for field hockey?
- How can you safely shoot a puck or ball?
- How many players are on the field in a game?

Knowledge and Skills:

Students will know.....

- Skills to dribble and shoot a puck

- Social Skills
- Appropriate peer interaction.
- Team work

Students will be able to ...

- Demonstrate the difference between the two sports
- Stop the puck/ball.
- Practice and demonstrate a pass, and a slap shot into the goal.
- Participate in a modified game of floor hockey & floor hockey based on their own physical capabilities.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Goals scores
- Self and peer evaluation
- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Vary size of the goal.
- Smaller court size.
- Vary grip of the stick, if necessary.
- Larger puch or indore ball.
- Shorter distance to goal.

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- Hockey Sticks
- Hockey balls/pucks
- Goal cage

UNIT OVERVIEW TEMPLATE

Content Area: Recreation Skills

Unit Title: Football

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students to participate in a game of bowling and score their progress.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.5.MSC.3:** Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- 2.2.5.MSC.7:** Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.2.PF.4:** Demonstrate strategies and skills that enable team and group members to achieve goals.

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections and Standards:

English Language Arts

7th Grade Standards

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- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Unit Understandings:

Students will demonstrate understanding of how to throw and catch a football and will play in a modified flag football game.

Unit Essential Questions:

- How many football teams are there?
- How many players are on the football field during a game?
- Is there a specific way to throw a football?
- How many points is a field goal?
- How do you play flag football?
- What is the difference between flag football and tackle football?

Knowledge and Skills:

Students will know.....

- How to throw a football
- How to catch tossed football
- Social Skills
- Appropriate peer interaction
- Team work

Students will be able to ...

- Demonstrate how to participate in a flag football game
- Successfully hit various targets by throwing a football
- Toss and catch a football

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Teacher evaluation of form
- Hitting various targets
- Game outcomes
- End of Unit Assessment

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Shorten boundaries
- Use more flags
- Use longer flags
- Shorten boundaries
- Modify rules to meet student needs

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- Various size and weight of footballs
- Various targets
- Flag football belts

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Softball

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students how to basic rules of the softball game. To throw, catch, and hit a softball, and to learn how to properly use a bat.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.5.MSC.3:** Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
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- 2.2.5.MSC.7:** Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections and Standards:

English Language Arts

7th Grade Standards

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- 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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- L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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Unit Understandings:

Students will demonstrate understanding of throwing, catching and hitting a softball, while playing the game.

Unit Essential Questions:

- How many people are on the field in a softball game?
- How do you run the bases?
- How do you know who to throw the ball to during a game?
- How do you hold a bat?
- What happens when you miss a hit?
- Are the certain positions on a softball field?

Knowledge and Skills:

Students will know.....

- How to hit, throw and catch a softball safely
- Social Skills

- Appropriate peer interaction.
- Team work

Students will be able to...

- Throw a softball
- Catch a soft ball
- Hit a softball
- Hold a bat properly
- Participate in a modified softball game

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Modified skills test
- Game outcome
- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Have students hit balls from a tee
- Allow more outs
- Shorter field
- Velcro balls and mitts
- Larger mitts
- Shorten distance between bases
- Modify rules
- Shorten pitching distance

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- Hitting tees
- Various size and weight of softballs
- Lighter balls
- Bases
- Larger gloves
- Velcro balls
- Velcro lined gloves

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Soccer

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students basic soccer skills and knowledge of game rules. The students will learn dribbling, passing, shooting a goal, and legal throw-ins while playing a modified soccer game.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
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- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Unit Understandings:

Students will demonstrate understanding of dribbling, passing, legal throw-ins and shooting a goal, while playing a modified soccer game.

Unit Essential Questions:

- What is soccer?
- Where did soccer originate from?
- Are there rules to a soccer game?
- How many points are the goals worth?
- How many players are on a soccer field?
- What is the best way to dribble a soccer ball?
- When do you know when to pass a soccer ball to another player?

Knowledge and Skills:

Students will know.....

- How to pass a soccer ball to their classmate
- *How to dribble a soccer ball*
- *Stand at the side of the field and throw a soccer ball to a classmate*
- *How to shoot a goal*

Students will be able to...

- Properly kick a soccer ball
- Pass it to another classmate
- Dribble it with their feet
- Score a goal
- Participate in a modified softball game

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Modified skills test
- Game outcome
- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Walk instead of running in the game and when dribbling
- Have well defined boundaries
- Reduce the size of the playing area (field length)
- Use various sizes of the soccer balls
- Use a nerf ball, or a deflate the soccer ball
- Modify the rules of the game

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- Soccer ball (nerf ball, deflated ball)
- Cones
- Soccer goal
- Boundary lines

UNIT OVERVIEW

Content Area: Recreation Skills

Unit Title: Tennis

Target Course/Grade Level: 7/8

Unit Summary: This unit will teach students how to basic rules of the tennis match. The students will learn how to strike a moving tennis ball, and how to serve in a modified tennis match.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.5.MSC.3:** Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- 2.2.5.MSC.6:** Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7:** Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Career Readiness, Life Literacies, Key Skills:

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections and Standards:

English Language Arts

7th Grade Standards

- RL.7.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background).
- NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.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.
- SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

8th Grade Standards:

- RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Unit Understandings:

Students will demonstrate understanding of throwing, catching and hitting a softball, while playing the game.

Unit Essential Questions:

- What is tennis?
- Do a lot of people play tennis?
- Do you only play with one other person or can you play with multiple people?
- Where do you play tennis?
- What time of year do you play tennis?
- Do you need specific skills for tennis?

Knowledge and Skills:

Students will know.....

- How to strike a tennis ball
- Serve a tennis ball
- Score a match
- Appropriate peer interaction

Students will be able to...

- Hit a moving tennis ball
- Serve to begin the match
- Score the match using points

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Effort & Participation
- Teacher evaluation of form
- Hitting a ball successfully over the net
- Game outcome
- End of Unit Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Use a lighter tennis ball
- Reduce size of net and court
- Slow down the ball
- Lower the tennis net
- Use a scorecard to track scoring
- Have students stand closer to the net
- Allow any type of serve (off a tee, bounce serve, toss serve)
- Allow more than one bounce
- Use peer assistance or doubles

RESOURCES

Teacher Resources:

- Teacher made handouts
- A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation, Fourth Edition Fourth Edition, New edition
by Martin E. Block Ph.D. (Author)

Equipment Needed:

- Tennis net
- Various sizes of tennis balls
- Lighter tennis balls
- Tennis racquets
- Hitting tees