



ESL  
SCIENCE  
BUSINESS  
BILINGUAL  
PRESCHOOL  
MATHEMATICS  
LIBRARY MEDIA  
SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area:** Special Education

**Course:** Recreational Skills

**Grade Level:** 7 -8

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

### **ACKNOWLEDGMENTS**

**James Fisher, Program Supervisor: Special Education**

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

**Carly Romeo**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Recreational Skills**  
**Grade 7 & 8**

Date of Board Adoption:  
**August 26, 2025**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## Recreational Skills Grade 7 & 8

### *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
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/Pickle Ball	4 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> </ul>

<ul style="list-style-type: none"> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● 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.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note taking</li> <li>● Use adapted/modified textbooks.</li> <li>● Allow use of computer/word processor.</li> <li>● Allow student to answer orally, give extended time (time-and-a-half).</li> <li>● Allow tests to be given in a separate location (with the ESL teacher).</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Read question to student to clarify.</li> <li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>● Modify the format of assessments.</li> <li>● Shorten test length or require only selected test items.</li> <li>● Create alternative assessments.</li> <li>● On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
--	--

## *UNIT OVERVIEW*

**Content Area:** Recreational Skills

**Unit Title:** Aerobic Conditioning and Fitness

**Target Course/Grade Level:** 7/8

**Unit Summary:** This unit focuses on the importance of aerobic conditioning as a key component of a healthy lifestyle. Students will explore the benefits of regular aerobic activity, including improved heart health, increased endurance, better mood regulation, and weight management. Through practical activities such as walking, jogging, cycling, and aerobic routines, students will develop an understanding of how to safely increase cardiovascular fitness. The unit will also address how to set personal fitness goals, monitor heart rate, and integrate aerobic exercise into daily routines. Students will learn how consistent aerobic activity supports both physical health and emotional well-being, promoting lifelong habits for overall wellness and independence.

**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, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- 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.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Unit Understandings:**

*Students will understand...*

- 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.
- Aerobic Skills

*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
- Performance Assessment
- [Rubric](#)

### **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
- Interactive Board

- Various exercise videos

## *UNIT OVERVIEW*

**Content Area:** Recreational Skills

**Unit Title:** Basketball

**Target Course/Grade Level:** Recreational Skills Grade 7 & 8

**Unit Summary:** This unit introduces students to the fundamental skills, strategies, and rules of basketball. Through both individual drills and team-based activities, students will develop their abilities in dribbling, passing, shooting, rebounding, and defensive positioning. Emphasis will be placed on teamwork, communication, and sportsmanship as students participate in small-sided games and full-court play. Students will also explore how basketball contributes to physical fitness, including cardiovascular endurance, coordination, and agility. By the end of the unit, students will understand the basic principles of the game and demonstrate improved competence in basketball-related movement skills and cooperative team play.

**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, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- 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.
- 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.

### **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.

<b><i>EVIDENCE OF LEARNING</i></b>
------------------------------------

### **Assessment:**

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

- Effort & Participation
- Score of the game
- Handouts
- Performance Assessment
- [Rubric](#)

### **Learning Activities:**

*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

## *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
- Interactive Board

## *UNIT OVERVIEW*

**Content Area:** Recreation Skills

**Unit Title:** Bowling

**Target Course/Grade Level:** Recreational Skills Grade 7 & 8

**Unit Summary:** This unit introduces students to the fundamental skills, rules, and strategies of bowling. Students will learn proper stance, grip, approach, and release techniques, as well as scoring methods and bowling etiquette. Whether using a physical setup or simulated classroom equipment, students will have opportunities to develop coordination, focus, and precision. Emphasis will also be placed on safety, personal goal-setting, and sportsmanship. By the end of the unit, students will demonstrate an understanding of bowling techniques, apply rules and etiquette appropriately, and appreciate bowling as a recreational and lifelong fitness activity.

**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.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.Cla).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

### **Interdisciplinary Connections and Standards:**

- 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.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

### **Unit Understandings:**

*Students will understand that...*

- 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
- Score themselves based on the bowling pins they knocked down.
- Participate in a modified game of bowling 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
- Score at the end of the game
- Handouts
- Self-evaluation Log
- Performance Assessment
- [Rubric](#)

### **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:** Recreational Skills

**Unit Title:** Dance & Rhythmic Movements

**Target Course/Grade Level:** Grades 7 & 8

**Unit Summary:** This unit explores the fundamentals of dance and rhythmic movement as forms of physical expression, cultural practice, and physical fitness. Students will develop body awareness, coordination, rhythm, and creative expression through a variety of dance styles and rhythmic activities. Students will engage in guided instruction, partner and group work, and creative movement tasks. They will learn to follow, replicate, and create movement patterns in response to music and beats.

**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
- 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.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

## **Interdisciplinary Connections and Standards:**

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.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

## **Unit Understandings:**

*Students will understand how...*

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

## **Unit Essential Questions:**

- What are the different 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
- Performance Assessment
- [Rubric](#)

### **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:**

- Interactive Board
- Charts of the Dances

## ***UNIT OVERVIEW***

**Content Area:** Recreational Skills

**Unit Title:** Balance & Flexibility

**Target Course/Grade Level:** Grades 7 & 8

**Unit Summary:** This unit focuses on the development and enhancement of balance and flexibility, two key components of physical fitness and overall body control. Students will explore how these elements contribute to better posture, injury prevention, coordination, and athletic performance. Through a variety of individual and group activities, students will engage in static and dynamic balance exercises, as well as flexibility training using stretching techniques and movement-based practices.

**Approximate Length of Unit:** 4 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.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
- 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, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- 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.
- 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.

### **Unit Understandings:**

*Students will understand that...*

- Balance and flexibility are important in daily movement and physical performance.
- Exercises improve static and dynamic balance.
- Safe stretching techniques enhance flexibility.
- There are different muscle groups involved in various flexibility and balance movements.
- Balance and flexibility support physical wellness and injury prevention.

### **Unit Essential Questions:**

- What are the major muscle groups?
- What are balanced poses?
- What muscle groups do I use for specific stretches?
- What is the importance of balance and flexibility?
- How does having good balance and flexibility impact everyday life?

**Knowledge and Skills:**

*Students will know...*

- Major muscle groups
- Static balance positions
- Social Skills
- Appropriate peer interaction
- Teamwork

*Students will be able to...*

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

<b><i>EVIDENCE OF LEARNING</i></b>
------------------------------------

**Assessment:**

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

- Effort & Participation
- Pre & post teasing measurements of flexibility
- Performance Assessment
- [Rubric](#)

**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
- Interactive Board
- Buddy walkers
- Folding mats
- Low balance bear
- Measuring tape
- Sit and reach measuring table

## *UNIT OVERVIEW*

**Content Area:** Recreational Skills

**Unit Title:** Floor Hockey & Field Hockey

**Target Course/Grade Level:** Grade 7 & 8

**Unit Summary:** This unit introduces students to the fundamental skills, rules, and strategies of both floor hockey (indoor) and field hockey (outdoor). Through active participation, students will develop essential techniques such as dribbling, passing, shooting, and defensive positioning, while also learning the importance of teamwork, communication, and spatial awareness.

**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, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- 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.
- 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). 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.

### **Unit Understandings:**

*Students will understand ...*

- The basic rules and terminology of floor and field hockey.
- Develop stick-handling, passing, receiving, and shooting techniques.
- Demonstrate offensive and defensive strategies in game settings.
- Recognize the differences and similarities between floor and field hockey in terms of play, equipment, and environment.

### **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
- Game rules and basics

*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
- Performance Assessment
- [Rubric](#)

### **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
- Interactive Board

## ***UNIT OVERVIEW***

**Content Area:** Recreational Skills

**Unit Title:** Football

**Target Course/Grade Level:** Grade 7 & 8

**Unit Summary:** This unit introduces students to the fundamental skills, rules, and strategies of football, with a focus on modified versions such as flag football or touch football to ensure safety, inclusivity, and accessibility for all skill levels. Students will learn how to throw, catch, run routes, defend, and understand gameplay flow in both individual drills and team-based activities.

**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, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- 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.
- 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.

### **Unit Understandings:**

*Students will understand...*

- The basics of football skills: throwing, catching, running, and defending.
- The rules and scoring system of flag or touch football.
- Offensive and defensive strategies during gameplay.
- Spatial awareness, agility, and coordination.

### **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
- Rules associated with the game

*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

<b><i>EVIDENCE OF LEARNING</i></b>
------------------------------------

**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
- Performance Assessment
- [Rubric](#)

**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
- Interactive Board

## *UNIT OVERVIEW*

**Content Area:** Recreational Skills

**Unit Title:** Softball/Baseball

**Target Course/Grade Level:** Grade 7 & 8

**Unit Summary:** This unit introduces students to the fundamental skills, strategies, and rules of softball and baseball, two bat-and-ball sports that emphasize hand-eye coordination, teamwork, and tactical thinking. Students will develop key skills such as batting, throwing, catching, fielding, and base running through individual drills, partner work, and game play.

**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.
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

### **Career Readiness, Life Literacies, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- 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.
- 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.

### **Unit Understandings:**

*Students will understand ...*

- Fundamental softball/baseball skills: throwing, catching, batting, and fielding.
- Game rules and terminology correctly.
- Proper base running techniques and decision-making.
- Defensive roles and team strategies.
- Coordination, reaction time, and spatial awareness.
- Teamwork, communication, and good sportsmanship.

### **Unit Essential Questions:**

- How many people are on the field in a 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 there certain positions on a 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
- Fit 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
- Performance Assessment
- [Rubric](#)

### **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:** Recreational Skills

**Unit Title:** Soccer

**Target Course/Grade Level:** Grade 7 & 8

**Unit Summary:** This unit focuses on introducing and developing the fundamental skills, rules, and strategies of soccer. Students will engage in skill development including dribbling, passing, shooting, and defending, as well as tactical elements such as spacing, positioning, and teamwork.

**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, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- 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.
- 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.

### **Unit Understandings:**

*Students will understand...*

- Fundamental soccer skills: dribbling, passing, trapping, shooting, and defending.
- The basic rules, positions, and scoring system of soccer.

- Offensive and defensive strategies in gameplay situations.
- Fitness components such as endurance, agility, and foot-eye coordination.

**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 fee
- Score a goal
- 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
- Performance Assessment
- [Rubric](#)

**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:** Recreational Skills

**Unit Title:** Tennis

**Target Course/Grade Level:** Grade 7 & 8

**Unit Summary:** This unit introduces students to the fundamental skills, rules, and strategies of tennis, a lifetime sport that promotes physical fitness, coordination, and mental focus. Students will learn and practice key techniques such as the forehand, backhand, serve, and volley, along with movement and positioning on the court.

**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, and Key Skills:**

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

### **Interdisciplinary Connections and Standards:**

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- 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.
- 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.

### **Unit Understandings:**

*Students will understand...*

- Fundamental tennis skills: forehand, backhand, serve, and volley.
- The rules, scoring system, and basic strategies of tennis.
- Proper court movement, positioning, and footwork.

### **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
- Serving 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
- Performance Assessment
- [Rubric](#)

### **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