

10th Grade Physical Education

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Semester**
Length: **30 Weeks**
Status: **Not Published**

Course Overview

Statement of Purpose

The purpose of the 10th Grade Physical Education course is to provide students with opportunities to explore physical education areas such as (Individual/Dual Sports, Team Sports/Games, & Fitness/Wellness) that will enable them to become lifelong successful learners in making good choices about healthy living and life-long fitness.

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy lifestyle. Increasing student knowledge and the ability to enact healthy behaviors will enable them to make informed choices about their health and fitness now and in the future. The use of critical thinking, decision-making, problem-solving, leadership, teamwork and communication skills are essential to making informed personal, family and community health decisions. Wellness and fitness can be defined as a way of life that emphasizes health promotion measures such as exercising on a regular basis and maintaining a healthy quality of life through fitness.

Summary of the Course

Grade 10 Physical Education required yearly course designed for Sophmores. The course provides students with the skills needed to make decisions that will impact life today and in the future. Topics include Individual/Dual Sports, Team Sports/Games, & Fitness/Wellness.

The course will provide the students all necessary knowledge through three instructional units. The units will focus on specific sports and exercises and will be the beginning benchmark for Physical Education at the High School level. Teachers are encouraged to use multiple forms of assessment to ensure students have acquired the necessary skills and benchmarks required by the NJCCCS. Summative assessments should be done at the end of each lesson and unit. They can include lesson and chapter quizzes, portfolios, projects, and any other form of assessment that the teacher sees fit. Formative assessments should also be used throughout each lesson to check for understanding and gauge student skill levels. In order to address a wide variety of student skill levels, teachers should differentiate instruction to appropriately challenge all students in the class. Finally, modifications should be made that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).
_In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Physical Education Grade 10

COURSE NAME: 10TH GRADE PHYSICAL EDUCATION

SAYREVILLE WAR MEMORIAL

NUMBER OF CREDITS: 5 CREDITS

LENGTH: 3 QUARTERS

CURRICULUM WRITER: KIMBERLY CARKEEK

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Unit 10: Individual/Dual Sports

Content Area: **Sample Content Area**

Course(s):

Time Period: **1st Semester**

Length: **10 Weeks**

Status: **Awaiting Review**

Summary of the Unit

- Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
- Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- Respect and appreciate all levels of ability and encourage with care during all physical activities.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new).
- Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- Identify personal and community resources to explore career options related to physical activity and health.

Enduring Understandings

- Identify and understand the benefits of participating in individual and dual sports
- Demonstrate or explain spatial awareness and movement principles during play
- Apply terminology, rules, and safety principles appropriate for individual/dual sports
- Demonstrate proper sportsmanship during activity

Essential Questions

- What lifelong benefits can be gained from participating in individual and dual sports
- What are specific skills that allow for successful participation in an individual/dual sport?
- Why is sportsmanship important?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Cooperative activities
- Skills application

Resources

- Sports equipment
- Court diagrams
- Copy of rules and regulations for each sport
- <http://www.rulesofsport.com/sports/archery.html>
- <https://www.badmintonbible.com/articles/rules/simple>
- <https://www.usapa.org/what-is-pickleball/>
- <http://www.tennistips.org/tennis-scoring.html>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
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<p>What are the rules and safety regulations of Pickleball?</p> <p>2 Days/Ongoing</p>	<p>Students will be able to understand and implement the rules and safety regulations of Pickleball</p>	<p>Class discussion of rules and regulations of Pickleball</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p>
<p>What is the proper court etiquette in Pickleball?</p> <p>3 Days/Ongoing</p>	<p>Students will be able to explain and demonstrate the proper court etiquette in Pickleball</p>	<p>Class demonstration and practice of the proper court etiquette in Pickleball</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
<p>What are the proper strokes in Pickleball?</p> <p>2 Days/Ongoing</p>	<p>Students will be able to explain and demonstrate the proper strokes in Pickleball</p>	<p>Class demonstration and practice of the proper usage of strokes in Pickleball</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p>

			Written tests/quizzes
			Skills performance
How do you score in Pickleball? 2Days/Ongoing	Students will be able to explain how to score in a game of Pickleball	Students will practice keeping score in a Pickleball game	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How is Pickleball executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed for Pickleball including: forehand, backhand, serves and scoring	Individual competitions Team competitions	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
What are the rules and safety regulations of Tennis? 2 Days/Ongoing	Students will be able to understand and implement the rules and safety regulations of Tennis	Class discussion of rules and regulations of Tennis	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
What is the proper usage of a Tennis racket?	Students will be able to explain and demonstrate the proper	Class demonstration and practice of the properly Tennis racket	Class participation Knowledge of rules and equipment

3 Days/Ongoing	usage of Tennis racket		Written tests/quizzes Skills performance
How do you score in Tennis? 2Days/Ongoing	Students will be able to explain how to score in Tennis	Students will practice hitting a tennis ball and will work together to keep score	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How is Tennis executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed to play a game of Tennis including: proper holding of a racket, proper serving and scoring	Individual competitions Team competitions	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance

Standards

- HE.9-12.2.2.12.LF.1 Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- HE.9-12.2.2.12.LF.2 Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- HE.9-12.2.2.12.LF.3 Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

HE.9-12.2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
HE.9-12.2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
HE.9-12.2.2.12.LF.6	Implement a financial plan for participation in physical activity in the community for self and family members.
HE.9-12.2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
HE.9-12.2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
HE.9-12.2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
HE.9-12.2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
HE.9-12.2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HE.9-12.2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
HE.9-12.2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g.

multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Computer Sci Design Thinking

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and

	managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

Unit 30: Fitness/Walking

Content Area: **Sample Content Area**
 Course(s):
 Time Period: **2nd Semester**
 Length: **10 Weeks**
 Status: **Awaiting Review**

Summary of the Unit

- Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.
- Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle
- Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- Respect and appreciate all levels of ability and encourage with care during all physical activities.
- Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

Enduring Understandings

- Know why it is important to maintain a healthy level of fitness so that you can lead a productive life.
- Understand concepts of movement that will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understand the inherent rhythmic nature of all physical activity.
- Understand that the FITT principle helps one to safely apply strategies and exercise to improve physical fitness.
- Apply their knowledge of multiple forms of cardiovascular endurance and muscular strength training to enhance their individual fitness level.
- Develop an individual fitness plan.

Essential Questions

- Why is it important to maintain a healthy level of physical fitness?
- How does the FITT principle relate to physical fitness?
- How can we express ourselves through movement?
- How do I develop an appropriate fitness program and find the motivation to commit to it?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Cooperative activities
- Skills application

Resources

- Internet
- TV/DVDs
- Cardio equipment (treadmill, elliptical, jump rope, etc.)
- Steps (for step aerobics)
- Aerobics information on Canvas
- Yoga mats
- Body bars
- Exercise bands
- Stability balls
- Medicine balls

- Kettlebells
- Body Toning informational handout
- Guest teachers
- Track
- Pedometers
- Heart rate monitors
- Weight equipment (free weights, machines, exercise bands, medicine balls, kettle bells, etc.)
- Fitness equipment (stability balls, exercise bands, etc.)
- P90X - <https://www.youtube.com/watch?v=ISkp7eaoADc>
- Men's fitness - <http://www.mensfitness.com/training/workout-routines>
- Shape - <http://www.shape.com/fitness/workouts/10-best-exercises-women>
- Youtube.com
- FitnessGram software

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
What are the benefits of regular exercise ? 2 Days/Ongoing	Students will be able to understand the benefits of regular exercise	Class discussion of the benefits of regular exercise	Class participation Knowledge of rules and equipment Written tests/quizzes
What is the correct way to find your pulse and target heart rate? 3 Days/Ongoing	Students will be able to explain and demonstrate how to properly take their pulse and find their target heart rate	Class demonstration and dividual practice of finding one's pulse and target heart rate	Class participation Knowledge of finding your pulse and target heart rate Written tests/quizzes

			Skills performance
How do you properly breathe while walking/running? 3 Days/Ongoing	Students will be able to explain and demonstrate how to properly breathe while walking/running	Class demonstration and practice of the proper breathing while walking/running	Class participation Written tests/quizzes Skills performance
What is proper form/posture while walking/running? 1 Days/Ongoing	Students will be able to explain proper form/posture while walking/running.	Students will practice shooting and will work together to come up with strategies on how to score in Soccer	Class participation Written tests/quizzes Skills performance
How is walking/running executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed to properly walk/run	Timed walks/runs Incline walks/runs	Class participation Knowledge of proper form Written tests/quizzes Skills performance
What are the rules and safety regulations of the weight room? 2 Days/Ongoing	Students will be able to understand and implement the rules and safety regulations of the weight room	Class discussion of rules and regulations of the weight room	Class participation Knowledge of rules and equipment in the wright room Written tests/quizzes Skills performance
What are the major muscles systems in the	Students will be able to explain and discuss the major muscle	Students will work in groups to explain and discuss the	Class participation

human body? 2Days/Ongoing	systems of the human body	major muscle systems in the human body	Knowledge of human body muscle systems Written tests/quizzes Skills performance
What is the difference between toning and building mass? 2 Days/Ongoing	Students will be able to comprehend the difference between toning and building mass	Students will work together to decide which activities in the weight room are for toning and which are for building mass.	Class participation Knowledge of toning and building mass Written tests/quizzes Skills performance
How do you properly spot someone in the weight room? 2 Days/Ongoing	Students will be able to understand and demonstrate how to properly spot someone in the weight room	Students will work in groups to practice spotting each other when weight lifting	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How do you find resting, target, and max heart rates? 2 Days/Ongoing	Students will be able to explain how to find their resting, target, and max heart rate	Students will work with a partner to find their specific resting, target, and max heart rate	Class participation Knowledge of resting, target, and max heart rate Written tests/quizzes Skills performance
What are your fitness goals?	Students will be able to explain and discuss their	Students will create fitness goals to	Class participation

2Days/Ongoing	fitness goals	themselves	<p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
How do you create a personal fitness plan? 3Weeks/Ongoing	Students will be able to create and execute a personal fitness plan	Students will create a fitness plan specific to themselves and execute it throughout class time	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p> <p>Skills performance</p>

Standards

HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
HE.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
HE.9-12.2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
HE.9-12.2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
HE.9-12.2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
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HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
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- Engage students with a variety of Science and Engineering practices to provide students with

multiple entry points and multiple ways to demonstrate their understandings.

- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

