

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ROBBINSVILLE HIGH SCHOOL PHYSICAL EDUCATION

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BOARD OF EDUCATION INITIAL ADOPTION DATE: 9/27/22

Course Philosophy

Our program helps to develop students by challenging the mind and body. Developing wellness through physical, mental and social challenges is an important part of becoming a healthy and productive member of society. By offering a variety of sports, lifetime activities, and project adventure based challenges, our hope is to equip students with the skills and knowledge needed to continue to excel in the areas of wellness well after they leave high school.

Course Description

Robbinsville High School's Physical Education classes consist of a variety of activities. On any given day, daily fitness activities geared towards cardio, endurance, and strength are offered. We also include team and individual sporting activities. As freshmen, students stay with one teacher to develop relationships with the peers in their grade and to explore their interests with people of similar size and ability. We value giving students choices, so during students sophomore, junior and senior year we allow students to elect into different activities with different teachers based on their interests and strengths. These activities range from traditional sports to step aerobics, archery, biking, weight room, and other lifetime wellness activities. Over the course of four years, we build on previous skills and refine them through repetition. We have a highly developed Project Adventure program for all Freshmen and Sophomores classes. This course is also offered to juniors and seniors as an elective. Project Adventure consists of trust, teambuilding, and challenge by choice activities ranging from low elements to elements on the high ropes course. As seniors, students can apply to be in the Leadership Core Program, where they are trained in the high ropes course activities and act as student mentors for the underclassmen during the Project Adventure course. Students may apply to be apart of our Unified Physical Education and Health class as a peer mentor. In this course, menors will work with students of varying abilities and needs. Mentors' goals are to help these students reach their goals, build new relationships, help students grow, and assist where needed with modifications. The unified experience is meant to be a rewarding and unique experience for all involved.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
No Textbook	<ul style="list-style-type: none">● Project Adventure website● Crossfit Website● PE Central

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment
9-12 Physical Education

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit #1: Team/Lifetime Activities	<ul style="list-style-type: none"> -To create a positive image of physical activity for students -To increase cardiovascular endurance -To offer a variety of sporting and lifetime activities for students to find where their interests lie in wellness activities -To increase the social and emotional wellbeing of students 	1 unit- 5 blocks	Formative -assessing skill performance based on activity -10 point rubric assessment Summative
Unit #2 Fitness	<ul style="list-style-type: none"> -To increase all components of the FitnessGram; aerobic capacity, body composition, muscular strength and endurance, and flexibility -To give students a broad range of activities to make physical activity something they want to include on a daily basis long after high school. 	Every Day	Formative -assessing skill performance based on activity -10 point rubric assessment
			Summative
			Common Benchmark Assessments (mid/end of course)
			Alternative Assessments (projects, etc when appropriate)
Unit #3: Project Adventure	<ul style="list-style-type: none"> -To build relationships, integrity and progress of the students through various challenge by choice activities -To give students opportunities to challenge existing boundaries through safe risks and see personal growth and self confidence improve from completing or attempting these challenge by choice activities 	1 Quarter (Freshman and Sophomores) Elective- 5 blocks (juniors and seniors)	Formative -assessing skill performance -20 point PA rubric assessment
			Summative -PA self assessment
			Common Benchmark Assessments (mid/end of course) -rope, harness and course management
			Alternative Assessments (projects, etc when appropriate)

Unit #1 Team/Lifetime Activities:

<p>Enduring Understanding:</p> <p>-Passing, dribbling, trapping, spiking, serving, kicking, hitting, spatial awareness, defense, offensive, lines/runs and various other movement skills are all important aspects of team sports. These skills translate into various other areas of movement, fitness, exercise.</p> <p>-Strategy, social skills, and teamwork are also important skills that will be practiced during participation in this unit/activity. These skills will help improve basic physical and social well being of the students in the class.</p> <p>-Teamwork is part of everyday life and students often need to work together in order to accomplish a goal. Students will be utilizing the skills of flexibility, cardiovascular endurance as well as strength throughout this unit.</p>	<p>Essential Questions:</p> <p>-What strategies did you use in the game in order to score points?</p> <p>-What elements of this game can be utilized outside of the classroom?</p> <p>-How can I connect team games to real life situations?</p> <p>-How can team games help me grow as an adult?</p> <p>-How can these activities be used in the future outside of the school environment?</p> <p>-What elements of this activity can be utilized outside of the classroom?</p>
<p align="center">Interdisciplinary Connections (try for 1)</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</p> <p>In a socratic seminar format, students will discuss how to make an effective team and be a contributing team member to a successful team.</p>	

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.12.MS C.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, pickleball)	There are many different types of physical activity. It is up to the individual to decide which types they will carry as life long activities. -biking -walking -yoga -disc golf -archery -climbing -Crossfit	-Offer a wide variety of activities that cover the skills of a game. -Game settings: small sided games, 1v1 activities, tag games, partner games, full field competition, PA course (high/low ropes) -Skill based activities that can be used in team gameplay -Offer different levels of competitive games that students can opt into depending on their appropriate skill competency. (Ex. competitive, non	NASP Project Adventure Gopher Material Supplies PE Central Crossfit	PE rubric: ● Collaboration ● Activity Level ● Effort ● Preparedness ● Cooperation
2.2.12.M SC.2:	Analyze application of force and motion (e.g., weight transfer, power,				

2.2.12.M SC.3:	speed, agility, range of motion) and modify movement to impact performance. 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).	Competition with yourself or with others is a good way to challenge your limits and grow within your potential. -team sports -individual sports -project adventure Skills of kicking, throwing, (volleyball skills: bump/set/spike), shooting, catching, dodging are all important aspects of many traditional games. -Develop an appreciation for varying skill and ability levels.	competitive, backyard style, challenge by choice) -Discussion on implementing team strategies of offensive and defensive skills. Have students come up with offensive/defensive plays/strategies or their small sided game. -Discussion on ways to modify or improve performance of a task. -Skills of kicking, throwing, (volleyball skills: bump/set/spike), shooting, catching, dodging are all important aspects of many traditional games. The strategy of each game/skill is demonstrated by teacher/student -Connect games with similar skill involvement. -Allow students to create and design games that include the skills being taught to increase participation. -Modify games, as we see fit, based on the class skill level or game being played for maximum participation and success. -Build on modifications as the unit progresses to true game rules and skills. -Modifications can be specific to one person, not just the group.		
2.2.12.MS C.4:	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.	-Disabilities shouldn't limit participation, rather we find alternate variations to existing activities to create an inclusive environment.			
2.2.12.MS C.5:	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.				
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.				
2.2.12.PF.2 :	Respect and appreciate all levels of ability and				

	encourage with care during all physical activities.				
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 principals (FITT) and the components of skill related fitness.				

Unit #2 Fitness

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Fitness and training can be a lifetime activity. -Staying physically fit can create a life that reduces stress, high blood pressure, heart disease, and other factors that could shorten a lifespan. -Staying physically fit can enhance the quality of life, as well as provide a positive social experience at any age. -The FitnessGram includes the following components: aerobic capacity, body composition, muscular strength and endurance, and flexibility, which are all aspects we should work to improve. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> -How does fitness help me grow as a young adult? -What type of physical fitness will most likely be a part of my life after high school? -Where can I practice recreational fitness activities for future use outside of school? -What are the benefits to finding time for fitness in your everyday life?
<p style="text-align: center;">Interdisciplinary Connections (try for 1)</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment</p> <p>Students will chart the advantages and disadvantages to traditional vs. non traditional workout settings (at home apps, crossfit, membership to a gym) and what they believe works best for themselves to maintain a lifetime of fitness..</p>	

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.12.M SC.2:	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	<p>Students must take initiative to make wellness a life priority.</p> <p>Weight training can be used throughout one's life and is a great way to ensure muscular strength and endurance.</p> <p>Recognizing how to properly use offensive and defensive strategies will help you to become an effective teammate.</p>	<p>-Offer wellness activities and options to choose from within each unit for students to make their own choices</p> <p>-Offer apps and instructional worksheets for weight machines and at home fitness. Explore different technologies, in which at home wellness can be used.</p>	<p>PE Central</p> <p>Target muscle pictures for different machines</p> <p>Demonstrations of technique</p>	<p>PE Rubric</p> <ul style="list-style-type: none"> ● Collaboration ● Activity Level ● Effort ● Preparedness ● Cooperation

2.2.12.M SC.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).	<p>Creativity can make pre-existing games more enjoyable for groups who choose to modify games.</p> <p>Cardiovascular activities help keep your heart and body healthy.</p> <p>-Disabilities shouldn't limit participation, rather we find alternate variations to existing activities to create an inclusive environment.</p>	<p>-Demonstrate proper form in weight room exercises. Show how modifications to form can impact performance</p> <p>-Allow groups to make their own rules as long as they are still demonstrating proper skills.</p> <p>-Incorporate competitive and non competitive fitness related games. Explain that whether competitive or non competitive, fitness related games are effective to each individual.</p> <p>-Offer consistent cardio activities for students to track progress. Discuss technological tracking tools to be used.</p> <p>-Discussion on how to make wellness a part of your life long term and the importance of making wellness a priority.</p> <p>-Discussion on how lifelong fitness can relate to social setting</p> <p>-Modify fitness based skills to accommodate all abilities</p> <p>-Allow students to create their own fitness plan (workout routine, dance routine, weight lifting schedule)</p>	<p>Gopher Material Supplies</p> <p>FitnessGram Pacer Test</p>	FitnessGram Pacer Test
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.				
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.				
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 principals (FITT) and the components of skill related fitness.				
2.2.12.LF.1					
2.2.12.LF.2	Healthy habits and behaviors are created by personal learning				
2.2.12.LF.3	experiences, knowledge,				
2.2.12.LF.4	beliefs, and goals towards				
2.2.12.LF.5					

	living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).				
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Unit #3 Project Adventure

Enduring Understandings: <ul style="list-style-type: none"> Communication and listening skills are essential to building an effective and successful team. For individual growth and development, one must challenge themselves to take risks while entrusting others with their well being. 	Essential Questions: <ul style="list-style-type: none"> How can you be an effective communicator? What components are required for a team to operate effectively? How do individual experiences promote or discourage risk taking or challenging oneself? What skills do effective problem solvers possess and employ?
Interdisciplinary Connections: <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> <p>Students will be participating in activities where they will examine the relationship between making choices that challenge themselves and the emotional benefits that come from those challenges.</p>	

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.12.M SC.2:	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	<p>Students play a key role in their growth to relating to their interpersonal skills</p> <p>Students who are open minded and willing to use trial and error will be more effective as a member of a group.</p>	<p>-Pose challenge activities that test students' ability to step outside of their comfort zone.</p> <p>-Group students by splitting up strengths</p> <p>-Give students opportunities to grow in these areas through challenges on the ropes course.</p> <p>-Allow students to modify the types of challenges to fit their comfort level.</p> <p>-Introduce problem solving activities to give students opportunities to collaborate.</p>	Project Adventure Site The Adventure Network	<p>Project Adventure Rubric</p> <ul style="list-style-type: none"> ● Contributions to the group ● Consideration for others ● Contribution of knowledge ● Working and sharing responsibilities with others ● Attempting challenge by choice activities ● Following Safety protocols <p>Self Assessment Project Adventure Rubric</p> <ul style="list-style-type: none"> ● Student assessment based on leadership, initiative, resilience, problem solving, motivation, self awareness and self confidence
2.2.12.P F.2:	Respect and appreciate all levels of ability and encourage with care during all physical activities.	<p>Patience, listening, confidence and encouragement will enhance the project Adventure experience.</p> <p>Part of being a good team member is providing encouragement to those around you.</p>			

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing

one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: A good team member can instill confidence in someone to help complete or perform a task.

Example 2: In discussing rules, students will learn about spatial awareness and body control.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Having a positive mindset can help you work through problems and find effective solutions in all aspects of life.

Example 2: A good team member will know their role on the team abide by the team strategy.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Empathy is an important emotion for team building and development.

Example 2: Recognizing and accepting different abilities is important when it comes to team play.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students will discuss listen to others ideas in developing a team strategy.

Example 2: Cooperation and constructive feedback is important in developing a growth mindset.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Behavioral choices regarding safety are important to keep members of a unit out of harms way.

Example 2: A student's positive decision making impacts other students' positive experiences in the class.

Integration of 21st Century Themes and Skills

See: [Career Readiness, Life Literacy Skills & Key Skills](#)

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	Can be found in units: 1 and 2 Standard 2.2.12.MSC.3 Creating rules changes in existing games.
Critical Thinking and Problem Solving	Can be found in units: 1 and 2 2.2.12.MSC.2: Modify movements to impact performance
Digital Citizenship	Can be found in units:
Global and Cultural Awareness	Can be found in unit: Unit 1 and 2 2.2.12.MSC.3 Cultural awareness between rhythmic activities
Information and Media Literacy	Can be found in unit: Unit 2 2.2.12.PE3 Use apps to find different exercises to work specific muscle groups
Technology Literacy	Can be found in unit: Unit 2 2.2.12.PE3 Use apps to find different exercises to work specific muscle groups

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards

<p><u>Act as a responsible and contributing community member and employee.:</u> Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p>Students reflect on their obligations to the classroom community and time is dedicated to examining how our conduct and contributions to the learning process impact those around us and the productivity of the class/group/school community as a whole.</p>
<p><u>Attend to financial well-being:</u> Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>Time is dedicated to exploring how and why we work. What about working makes us feel good? What are we uncomfortable with? How can work in this particular content area contribute to the financial security of those working in this industry?</p>
<p><u>Consider the environmental, social and economic impacts of decisions:</u> Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>	<p>Students understand that each action has a consequence that can be positive or negative. This impact exists within the classroom & the workplace, but also reverberates in our communities, our state, our nation and our world. As a result, workplaces and classrooms have procedures and regulations for the wellbeing of all.</p>
<p><u>Demonstrate creativity and innovation:</u> Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek</p>	<p>Students are provided with the opportunity to think creatively to solve problems. There is consistent opportunity for innovation in both individual and in a group setting. Peer feedback is encouraged to allow for revisions of proposals and</p>

to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	to troubleshoot potential solutions to problems as they arise.
<u>Utilize critical thinking to make sense of problems and persevere in solving them:</u> Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	The integration of problem based learning throughout this curriculum provides students with the opportunity to recognize specific problems and take action through thoughtful investigation and problem solving strategies to make meaningful, sustainable change.
<u>Model integrity, ethical leadership and effective management:</u> Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.	This course provides students opportunities to work collaboratively, rotating from leadership to subordinate roles within the group. Through this structure, students learn how to work with others and gain valuable insights into human behavior and its impact on others' actions, attitudes and/or beliefs.
<u>Plan education and career paths aligned to personal goals:</u> Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	What do we need to do physically and emotionally to prepare to accomplish our goals? Students will regularly participate in goal setting exercises. They will create action plans to accomplish said goals.
<u>Use technology to enhance productivity, increase collaboration and communicate effectively:</u> Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students will be presented with access to a variety of technological opportunities throughout this course and empowered to utilize the technology to increase collaboration and communicate with their peers.

<p><u>Work productively in teams while using cultural/global competence:</u> Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>	<p>Students will work productively in culturally and socioeconomically diverse groups of individuals. Through these activities, they will gain an awareness of cultural difference and find ways to increase the engagement and contribution of all team members by introspection and continued reflective practices that examine what we each contribute to a group and what we need from our teammates.</p>
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Diversity, Equity & Inclusion Mandate Guide

Robbinsville Public Schools believes that our similarities make us stronger and commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. This curriculum meets the New Jersey Department of Education mandates set forth in the Amistad Law, AAPI Law, Holocaust Law and LGBT and disabilities law. Samples of learning for these historically underrepresented groups are embedded throughout this curriculum with key examples highlighted below.

<u>AAPI</u> (K-12)	representation of AAPI families, norms, names and lifestyle throughout curriculum activities
<u>Diversity & Inclusion Law</u> (K-12)	representation of all cultures and backgrounds throughout curriculum activities

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
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Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources :

General Supports

- [WIDA Can Do Descriptors](#)
- WIDA [Can Do Descriptors](#) - Cheat Sheet
- [Ways to Support ELLs with Visuals](#)
- [Activate Background Knowledge](#)
- [Glossary of ELL friendly strategies and activities](#)

Technology based supports

- [Virtual Supports and Accommodations for ELL with Technology Specific Supports](#) - Slides presentation
- [Translate Google Doc - Directions](#)
- [Read Write - Chrome Extension](#) -Text to speech and speech to text
- [Mercury Reader - Chrome Extension](#) - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- [Text Compactor](#) - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- [Rewordify](#) - simplifies key terms. The reworded words are highlighted (see example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- [Simplish.org](#) - uses an 850 word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- [WordSift.org](#) - input text - it pulls out academic vocabulary and creates a word cloud

Supports by English Level

- [ELs Expectations and Modifications by Level](#)
- [Blooms for ELLs by Level](#)

- [Leveled Questions for ELLs with Bloom](#)

Supports by Domain - Listening, Speaking, Reading, Writing

- [Speaking Expectations by Level](#)
- [Sentence frames by level for Speaking](#)
- [Scaffolds - Receptive and Productive Language](#)
- [Writing Rubric Using WIDA Levels](#)

Vocabulary Specific Support

- [Vocabulary Scaffold Ideas](#)
- [Frayer Model Graphic Organizer](#)
- [ELL Dictionary - Google Sheet Self Populating](#)
- [Virtual World Wall Template](#)

Content Specific Support

- **General**
- [WIDA Can Do Descriptors](#)
- WIDA [Can Do Descriptors](#) - Cheat Sheet
- [Ways to Support ELLs with Visuals](#)
- [Activate Background Knowledge](#)
- [Glossary of ELL friendly strategies and activities](#)

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>