



**Totowa Public Schools**

**Physical Education**

**Grades 3-5**

**Aligned to NJSLS 2020 Standards**

**BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Movement Skills & Concepts	9 Weeks	
Lifelong Fitness	9 Weeks	
Physical Fitness (Individual and Team Sports)	9 Weeks	

<b>Title</b>	Movement Skills & Concepts
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does effective and appropriate movement affect wellness?</li> <li>• How can we move effectively and efficiently?</li> <li>• How do we interact with others during physical activity?</li> <li>• Why is constructive feedback important?</li> <li>• What can we learn from team sports?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities.</li> <li>• Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.</li> <li>• Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., games, sports, dance, and recreational activities).</li> <li>• Correct movement in response to feedback from self and others.</li> <li>• Effectively communicate and respect classmates by working as a team.</li> <li>• Execute proper offense and defense techniques and strategies while participating in various sports/activities.</li> </ul>

- Demonstrate the use of force and motion to impact the quality of movement.
- Evaluate the critical elements of a movement skill or skill combination and provide feedback.
- Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
- Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.
- Students will compare dances, participate in learning movements, perform, and compare different dances.

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher informal observations, class discussion, class participation, oral and written responses.
<b>Summative</b>	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
<b>Alternative and Benchmark</b>	<p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio, orally assessed responses</p> <p>Benchmark – Teacher generated project or assessment, Tests, Student portfolio/project, student demonstration/activities, FITT Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary

	Source Documents, Appropriate Physical Education Equipment for games and exercises. Handball, Space Jams, Knockout <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• 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).</li> <li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> </ul>
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	<ul style="list-style-type: none"> <li>• 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> </ul>
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>
<b>Comprehensive Health and Physical Education Practices</b>	
The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their	

students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

### **NJ: 2016 SLS: English Language Arts**

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.4: Apply critical thinking and problem- solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **Connections and Skills**

- Critical thinking & Problem Solving
- Collaboration and Teamwork
- Technology Literacy

#### **Visual and Performing Art - Dance**

- 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
- 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

	<ul style="list-style-type: none"> <li>• 1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.</li> <li>• 1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</li> <li>• 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).</li> <li>• 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.</li> <li>• 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)</li> <li>• 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.</li> <li>• 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.</li> <li>• 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.</li> <li>• 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.</li> <li>• 1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Geography and Culture</li> </ul>

<b>Title</b>	Lifelong Fitness
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Why is physical fitness important to lead a healthy lifestyle?</li> <li>What different ways can the body move given a specific purpose?</li> <li>How will physical activity help us now and in the future?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>A combination of flexibility and proper physical activity are needed for optimal health.</li> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Perform movement skills in a correct manner.</li> <li>Demonstrate and understand basic movements relating to balance, agility and control.</li> <li>Identify physical activities that are available outside of school and in the community.</li> <li>Apply a learned skill to another movement.</li> <li>Use visual and verbal cues to improve performance during a physical activity.</li> <li>Employ the principles of space, effort, and relationships to modify movement.</li> </ul>

- Discuss how practice, regular participation, and appropriate feedback improve performance.
- Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.
- Discuss the importance of feelings and emotions involved in movement and physical activities
- How to appropriately express feeling and emotions during physical activity and movement
- Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields
- Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot
- Introduce stretching, breathing, mindfulness and basic yoga movements
- Determine a health/ fitness goal and complete steps to achieve it
- Give examples of activities outside of the school community

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher informal observations, class discussion, class participation, oral and written responses.
<b>Summative</b>	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
<b>Alternative and Benchmark</b>	<p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio, orally assessed responses</p> <p>Benchmark – Teacher generated project or assessment, Tests, Student portfolio/project, student demonstration/activities, FITT Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary

	Source Documents, Appropriate Physical Education Equipment for games and exercises. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	<ul style="list-style-type: none"> <li>• 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>• 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>• 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</li> </ul>
Personal and community resources can support physical activity.	<ul style="list-style-type: none"> <li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<ul style="list-style-type: none"> <li>• Acting as responsible and contributing member of society</li> </ul>	
<ul style="list-style-type: none"> <li>• Building and maintaining healthy relationships</li> </ul>	
<ul style="list-style-type: none"> <li>• Communicating clearly and effectively (verbal and nonverbal)</li> </ul>	
<ul style="list-style-type: none"> <li>• Resolving conflict</li> </ul>	

<ul style="list-style-type: none"> <li>• Attending to personal health, emotional, social and physical well-being</li> </ul>
<ul style="list-style-type: none"> <li>• Engaging in an active lifestyle</li> </ul>
<ul style="list-style-type: none"> <li>• Making decisions</li> </ul>
<ul style="list-style-type: none"> <li>• Managing-self</li> </ul>
<ul style="list-style-type: none"> <li>• Setting goals</li> </ul>
<ul style="list-style-type: none"> <li>• Using technology tools responsibly</li> </ul>
<p align="center"><b>NJ: 2016 SLS: English Language Arts</b></p>
<ul style="list-style-type: none"> <li>• RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>• W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>• SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>• SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>

2020 SLS: Computer Science & Design Thinking	
NJSLs Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLs Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> <li>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</li> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> </ul>

<b>Title</b>	Physical Fitness (Individual and Team Sports)
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.</i>
Unit Goals	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is the minimum amount of exercise I can do to stay physically fit?</li> <li>What can we do to be physically active and why is this important?</li> <li>Why is physical fitness so important when participating in any sport?</li> <li>What are some different ways to become physically fit?</li> <li>How can being physically fit benefit you for the rest of life?</li> </ul>

<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Manipulate and utilize proper technique while performing a specific skills within different fitness activities</li> <li>Participation in physical activity develops and maintains a healthy, active lifestyle.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Identify the importance of being physically fit at any age.</li> <li>Explain the role of regular physical activity in relation to personal health.</li> <li>Explain what is means to be physically fit and engage in moderate to vigorous.</li> <li>Demonstrate proper mechanics throughout exercise movements.</li> <li>Sustain game play during individual and team sports.</li> <li>Career Exploration - Identify careers in physical fitness and education.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher informal observations, class discussion, class participation, oral and written responses.
<b>Summative</b>	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
<b>Alternative and Benchmark</b>	<p>Alternative – Project Based Learning, Graphic Organizers, Student Portfolio, orally assessed responses</p> <p>Benchmark – Teacher generated project or assessment, Tests, Student portfolio/project, student demonstration/activities, FITT Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Appropriate Physical Education Equipment for games and exercises, Fitness stations, . <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>

<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>• 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> </ul>
<p align="center"><b>Comprehensive Health and Physical Education Practices</b></p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<ul style="list-style-type: none"> <li>• Acting as responsible and contributing member of society</li> </ul>	
<ul style="list-style-type: none"> <li>• Building and maintaining healthy relationships</li> </ul>	
<ul style="list-style-type: none"> <li>• Communicating clearly and effectively (verbal and nonverbal)</li> </ul>	
<ul style="list-style-type: none"> <li>• Resolving conflict</li> </ul>	
<ul style="list-style-type: none"> <li>• Attending to personal health, emotional, social and physical well-being</li> </ul>	
<ul style="list-style-type: none"> <li>• Engaging in an active lifestyle</li> </ul>	
<ul style="list-style-type: none"> <li>• Making decisions</li> </ul>	

- Managing-self
- Setting goals
- Using technology tools responsibly

### **NJ: 2016 SLS: English Language Arts**

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **2020 SLS: Computer Science & Design Thinking**

### **NJSLS Performance Expectations (By the end of 2nd Grade)**



<ul style="list-style-type: none"> <li>8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>	
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>	
<ul style="list-style-type: none"> <li>9.4.2.TL.2: Create a document using a word processing application.</li> <li>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>9.2.5.CAP.2: Identify how you might like to earn an income.</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Visual &amp; Performing Art – Dance</b>	<ul style="list-style-type: none"> <li>1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.</li> </ul>
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>Critical thinking &amp; Problem Solving</li> <li>Collaboration and Teamwork</li> <li>Career Awareness and Preparation</li> </ul>

<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<b>Time/General</b>	<b>Processing</b>	<b>Comprehension</b>
<ul style="list-style-type: none"> <li>Allow extra time</li> <li>Repeat and clarify directions</li> <li>Provide breaks in between tasks</li> <li>Have student verbalize directions</li> </ul>	<ul style="list-style-type: none"> <li>Provide extra response time</li> <li>Have student verbalize steps</li> <li>Repeat directions</li> <li>Provide small group instruction</li> <li>Include partner work</li> </ul>	<ul style="list-style-type: none"> <li>Provide reading material on student's level</li> <li>Have student underline important points</li> <li>Assist student on how to use context clues to identify words/phrases</li> <li>Ensure short manageable tasks</li> </ul>

<ul style="list-style-type: none"> <li>• Provide timelines/due dates for reports and projects</li> </ul>		
<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
<p><b>ELL, Enrichment, Gifted &amp; Talented Strategies</b></p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> <li>• Provide explicit, systematic instruction in vocabulary.</li> <li>• Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.</li> <li>• Expose ELLs to rich language input.</li> <li>• Scaffolding for ELLs language learning.</li> <li>• Encourage continued L1 language development.</li> <li>• Alphabet knowledge</li> </ul>		

- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter 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

- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations

- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.