

Lower Cape May Regional 9th Grade Physical Education Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District 9th Grade Physical Education Curriculum	
Content Area: Physical Education	
Course Title: 9th Grade Physical Education	Grade level: 9
Unit 1: Fall	Dates for Units 15 Lessons
Unit 2: Winter	Dates for Units 20 Lessons
Unit 3: Spring	Dates for Units 15 Lessons
Date Created: July 2019 Revised: November 2021	Board Approved On: 09/26/19

Lower Cape May Regional School District (9th Grade Physical Education) Curriculum Unit 1 Overview
Content Area: Physical Education
Unit Title: Fall Activities
Target Course/Grade Level: 9
<p>Unit Summary: Students will be introduced to the basic skills needed to participate in lifetime sports as well as learning how to live a healthy lifestyle. Students will also be evaluated on the components of fitness; This will give us an inclination on what aspects to target during the first unit. This unit will focus on movement skills and concepts, physical fitness, and lifelong fitness.</p> <p>1. Writing Activities- a. Quiz b. Literacy Examples</p> <p>2. Physical Activities-</p>

- a. Frisbee Golf (Skills leading to playing)
- b. Ultimate Frisbee Skills (Skills leading to playing)
- c. Drills using the frisbee (throwing, catching, intercepting and passing)
- d. Weekly Fitness Days (introduction to circuit training)

3. Discussion topics

- a. Introduction to the Rules of each sport
- b. Skills used in each activity
- c. Offensive and defensive strategies
- d. Safety precautions
- e. Stressing Individual Levels of Wellness during exercise
- f. Using exercise to manage stress
- g. Types of Exercise
- h. Healthy Eating
- i. The importance of stretching

4. Test

- a. Presidential Physical Fitness Tests
- b. Skill accuracy (Throwing, catching, shooting and goalie skills)

5. Demonstrations

- a. Teacher Demonstration
- b. Student Demonstration
- c. Applying movement skills from familiar activities to new sports
- d. Lead-Up activities.
- d. Small group activities
- e. Tournaments

6. Adaptations for Special Needs Students

- a. Closer starting points
- b. Work with a Partner
- c. Differentiated grading

Interdisciplinary Connections:

Psychology

Students will be problem solving and critical thinking during different Phys ed games like the memory fitness game.

English:

We have discussions with written responses. We evaluate various perspectives while solving a problem. We have students do writing assignments when they need to make up an absent day with PE packets. We read the rules to the students and also have them read the PE packets to prepare for quizzes.

Math:

We use Math when we are keeping score in Frisbee Golf and Ultimate Frisbee, when arranging the fields, the importance of cutting angles using triangles when passing to a partner.

Science:

We use science when we use Newton's laws of motion, Action-reaction and length of a lever. We also teach the students to look at wind direction and velocity when outside.

History:

We used history when we quiz the students on which culture invented the sports.

21st Century Themes, Skills, and Standards:

- Technology utilization in the form of pedometers and fitness watches Also websites: www.cdc.org, www.nhibi.gov, www.lcmrschools.com, Physical education packets.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Healthy students are learners who are knowledgeable, productive and also emotionally and physically healthy to function as global citizens and workers. They show responsibility for one's own health through an active, healthy lifestyle.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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).
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.
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).
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.
2.2.12.MSC.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.
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).
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.
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.
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.
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.
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.
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).
2.2.12.LF.6	Implement a financial plan for participation in physical activity in the community for self and family members.
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.
2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How can learning new sports help me in the future with reference to fitness. • What are some ways to stay physically fit throughout my high school career. • How does learning new skills help me grow as an individual. • How do I create a structured workout. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will understand that the greater variety of activities they have to choose from the more likely they are to participate in an activity. • Students will understand how to participate in a variety of sports, games and fitness activities that they will be exposed to. • Students will understand that learning a new task uses critical thinking skills and muscle memory. • Students will know how to make a structured workout on their own.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • That staying physically fit is contingent on using a variety of fitness activities. • That they will be exposed to a variety of sports, games and exercise routines to use in the future. • That learning new skills helps them grow as an individual. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Know a variety of different activities. • Participate in all the activities they have been exposed to. • Make connections between knowledge and performance. • Construct a structured workout based on their own physical needs.

- How to make a structured workout.

**Lower Cape May Regional School District (9th Grade Physical Education) Curriculum
Unit 2 Overview**

Content Area: Physical Education

Unit Title: Winter Activities

Target Course/Grade Level: 9

Unit Summary: Students will be introduced to the skills needed to participate in Indoor sports as well as learning how to live a healthy lifestyle. This unit will focus on movement skills and concepts, physical fitness, and lifelong fitness.

1. Writing Activities-

- a. Quiz
- b. Literacy Examples

2. Physical Activities-

- a. Volleyball (Skills leading to playing)
- b. Basketball (Skills leading to playing)
- c. Speed Ball (Skills leading to playing)
- d. Hockey (Skills leading to Playing)
- e. Presidential Fitness Test(modified-no mile)
- f. Soccer (Skills leading to play)
- g. Pickleball (Skills leading to play)
- h. Drills (volley, serve, spike,dribbling, passing , shooting, kicking, slap shots, goalie skills)
- i. Lead Up games
- j. Weekly Fitness Days (circuit training)

3. Discussion topics

- a. Introduction to the Rules of each sport
- b. Skills used in each activity
- c. Offensive and defensive strategies
- d. Safety precautions (difference between outside and inside playing area)
- e. Stressing Individual Levels of Wellness during exercise

- f. Using exercise to manage stress
- g. Types of Exercise
- h. Healthy Eating
- i. The importance of stretching

4. Test

Presidential Physical Fitness Tests

Skill accuracy (Throwing and catching, shooting, goalie skills)

5. Demonstrations

a. Teacher Demonstration

b. Student Demonstration

c. Applying movement skills from familiar activities to new sports

d. Lead-Up activities.

d. Small group activities

e. Tournaments

6. Adaptations for Special Needs Students

a. Closer starting points

b. Work with a Partner

c. Differentiated grading

Interdisciplinary Connections:

21st Century Themes, Skills, and Standards:

*Technology utilization in the form of pedometers and fitness watches Also websites: www.cdc.org, , www.nhibi.gov , www.lcmrschools.com, Physical education packets

- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
 - Healthy students are learners who are knowledgeable, productive and also emotionally and physically healthy to function as global citizens and workers. They show responsibility for one's own health through an active, healthy lifestyle.

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
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).
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.
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).
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.
2.2.12.MSC.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.
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).
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.
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.
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.

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.
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.
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).
2.2.12.LF.6	Implement a financial plan for participation in physical activity in the community for self and family members.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are the benefits of continuing with these indoor sports in the future? ● How does learning one sport, help make the transition into another easier. ● How can being on a team benefit me socially. ● How will learning to put together a fitness routine help me? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● That continuing team sports can help me not only physically but socially and mentally in the future. ● The connections between different sports. ● That being on a team can lead to lifelong friendships and gives them a place to practice good sportsmanship ● The importance of fitness and the benefits of having a well balanced fitness routine.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The social, emotional and physical benefits of participating on an indoor team sports. ● That acquiring muscle memory skills in one area transfers into movement skills in other sports. ● That while it is not easy acquiring new 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● List the benefits of team sports. ● See the transition into one sport to another. ● Know how to sign up for sports at LCMR, participate in our intramural teams or locate local Rec. Leagues. ● Put together a fitness routine.

<p>friendship sports gives individuals a chance to interact with new people.</p> <ul style="list-style-type: none"> • How to know how to put together a fitness routine that benefits their needs. 	
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**Lower Cape May Regional School District (9th Grade Physical Education) Curriculum
Unit 3 Overview**

Content Area: 9th Grade Physical Education

Unit Title: Spring Activities

Target Course/Grade Level:

Unit Summary: Students will be introduced to the skills needed to participate in Outdoor Rec. sports as well as learning how to live a healthy lifestyle. This unit will focus on movement skills and concepts, physical fitness, and lifelong fitness.

1. Writing Activities-

- a. Quiz
- b. Literacy Examples

2. Physical Activities-

- a. Softball (Skills leading to playing)
- b. Flag Football (Skills leading to playing)
- c. Kickball (Skills leading to playing)
- d. Drills (Throwing, catcher skills, pitching, receiving, running the bases)
- e. Lead up games
- f. Weekly Fitness Days (circuit training)

3. Discussion topics

- a. Introduction to the Rules of each sport
- b. Skills used in each activity
- c. Offensive and defensive strategies
- d. Safety precautions
- e. Sportsmanship
- f. Stressing Individual Levels of Wellness during exercise
- g. Using exercise to manage stress
- h. Types of Exercise

- i. Healthy Eating**
- j. The importance of stretching**

4. Test

- a. Presidential Physical Fitness Tests**
- b. Skill accuracy (Throwing and catching skills)**

5. Demonstrations

- a. Teacher Demonstration**
- b. Student Demonstration**
- c. Applying movement skills from familiar activities to new sports**
- d. Lead-Up activities.**
- d. Small group activities**
- e. Tournaments**

6. Adaptations for Special Needs Students

- a. Closer starting points**
- b. Work with a Partner**
- c. Larger bats and balls**
- d. Differentiated grading**

Interdisciplinary Connections:Psychology

Students will be problem solving and critical thinking during different Phys ed games like the memory fitness game.

English:

We have discussions with written responses. We evaluate various perspectives while solving a problem. We have students do writing assignments when they need to make up an absent day with PE packets. We read the rules to the students and also have them read the PE packets to prepare for quizzes.

Math:

We use Math when we are keeping score in Frisbee Golf and Ultimate Frisbee, when arranging the fields, the importance of cutting angles using triangles when passing to a partner.

Science:

We use science when we use Newton's laws of motion, Action-reaction and length of a lever. We also teach the students to look at wind direction and velocity when outside.

History:

We used history when we quiz the students on which culture invented the sports.

21st Century Themes, Skills, and Standards:

*Technology utilization in the form of pedometers and fitness watches Also websites: www.cdc.org, www.nhibi.gov, www.lcmrschools.com, Physical education packets

- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Healthy students are learners who are knowledgeable, productive and also emotionally and physically healthy to function as global citizens and workers. They show responsibility for one's own health through an active, healthy lifestyle.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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).
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.
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).
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.
2.2.12.MSC.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.

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).
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.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What is the difference in safety rules for an outside playing area compared to the inside area? ● What are the advantages of playing recreational sports? <p>*What are the advantages of understanding the rules when viewing a recreational sport?</p> <p>* How will learning to put together a fitness routine help me?</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● They will understand the different hazards involved in playing outside compared to inside. ● Their are physical, mental and social advantages to playing recreational sports. ● The more informed you are about a process the less likely you will become a poor spectator. ● The importance of fitness and the benefits of having a well balanced fitness routine.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● When involved in outdoor rec games you need to be aware of barriers (such as fences), environmental issues (such as bee stings and wind conditions) and weather issues (threat of lightning).You also need to be aware of the playing surface. ● The appropriate etiquette when participating or viewing a rec game. ● How to know how to put together a fitness routine that benefits their 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● View a playing environment and determine the possible hazards. ● Critic a game in a knowledgeable and appropriate fashion. Be a positive spectator or participant. ● Put together a fitness routine.

needs.	
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Lower Cape May Regional School District 9th Grade Physical Education Curriculum Evidence of Learning
Specific Formative Assessments Utilized in Daily Lessons: <ul style="list-style-type: none"> Discussions, Group activities, quizzes, test, PE Packet, rubrics and observations.
Summative Assessment Utilized throughout Units: <ul style="list-style-type: none"> Physical fitness assessment, quizzes, PE packets
Modifications for ELL's, Special Education, 504, and Gifted and Talented Students: <ul style="list-style-type: none"> Teacher tutoring Peer tutoring Cooperative Learning Groups Modified Assignments Differentiated Instruction Response to Intervention (www.help4teachers.com) Follow all IEP and 504 modifications ADD TO LIST AS YOU SEE NECESSARY
Teacher Notes: <ul style="list-style-type: none"> As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study: <u>Life and Career Standards</u> As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below: LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLS HERE

Project-based Learning Tasks:

- *Students lead fitness circuits
- *Student created lead-up games
- *Student lead adaptations for special needs students
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Vocabulary:

- Sports related terminology

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLs indicate, students will develop proficiency with MLA or APA format as applicable.
- Technology- www.cdc.gov, www.instructorscorner.org

Technology:

- Students must engage in technology applications integrated throughout the curriculum.
Websites on yoga, new stretches and new rule interpretation.
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Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- Chromebook
- www.myfitnesspal.com
- www.youtube.com (Workouts)
- http://www.vcs.net/uploaded/athletics/Presidential_Testing_Standards.html

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows

	them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.

Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- List or Link Ancillary Resources and Curriculum Materials Here:
- * www.cdc.gov
- * The Advantage Press Inc./Physical Education Learning Packets.
- * <https://www.usultimate.org>.
- * <https://discgolf.com>

Board of Education Approved Text(s)

- We do not use a textbook.

