

East Newark Public School
Physical Education Curriculum
Grades 3-5



Revised 2022

Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

The 2020 New Jersey Student Learning Standards in Physical Education:

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.

Vision:

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle
- Maintains awareness of health and wellness and how to access resources
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services
- Practices effective cross-cultural communication and conflict resolution skills
- Builds and maintains healthy relationships
- Accepts and respects individual and cultural differences
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

Course Description:

Providing children and youth with physical activity opportunities in school is critical. Helping them develop knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction is a responsibility of physical education. Physical education should also be a place where students value physical activity. It is the unique role of quality physical education programs to help all students develop health related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet students' developmental needs, which in turn help improve their mental alertness, academic performance, and readiness and enthusiasm for learning. A quality physical education program includes the following: opportunity to learn, meaningful content, and appropriate instruction.

Course Modifications:

The teacher will determine with the assistance of general education teachers, interventionists, ESL teachers, teacher aides, and/or special education teachers, what modifications will be made for their students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Interdisciplinary Connections:

Students will be exposed to a learning environment and create projects that involve content from different subject areas, (math, science, social studies & ELA). Examples of the interdisciplinary connections are creating Art to represent a country, using numbers to craft a word problem in the targeted language, creating stories using newly acquired vocabulary, maintaining and presenting a journal of new learning in the targeted language. These artifacts will integrate other disciplines while fostering a transfer of learning and use of critical thinking skills.

Grades 3-5 Scope and Sequence:

Unit	Estimated Pacing
Motor Development	40 days
Team Sports and Fitness Strategies	40 days
Cardiovascular Health	40 days
Individual and Lifelong Sports	20 days
Cooperative Games	20 days

Marking Period	Unit Title	Recommended Instructional Days
1	Motor Development	40 days
<p align="center">Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</p>
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p align="center">Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts</p>		
<p><i>Core Ideas:</i></p> <p>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,</p>	<p><i>Performance Expectation:</i></p> <p>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).</p>	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> 1. What are the body parts through movement? 2. What are some movement skills at the different levels, speeds and pathways? 3. What are different ways that we could balance? 4. How can you develop flexibility, agility, coordination, strength and power? 5. How can you demonstrate the skills necessary to perform the skill of tumbling?

<p>aerobics, dance, sports, and recreational activities.</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p>	<p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>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.</p>	<ol style="list-style-type: none"> 6. What are the basic movement structures of dance? 7. How do musical measures make up fundamental dance routines? 8. How agility, balance, coordination, flexibility, and body control are related to dance? 9. What are conditioning exercises with an obvious knowledge of movement related to dance? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Identify the body parts through movement. ● Perform various motor skills: crawling, galloping, hopping, jogging, leaping, rolling, running, skipping, etc. ● Balance one leg: the stork stand, the airplane, leg lift balances. ● Walk forward, on tiptoes, walk forward so the heel touches the toe on each step, and walk backwards so that the toe touches the heel on each step. ● Complete simple stunts, build bridges, etc. ● Demonstrate different tumbling skills. ● Demonstrate knowledge of steps, terminology, and safety precautions of the dance. ● Demonstrate the ability to execute the basic fundamental movements of dance. ● Demonstrate the ability to apply the basic individual movements in a group dance. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> ● 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. ● 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. ● 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
<p>Safety (2.3) Disciplinary Concept:</p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p>Comprehensive Health and Physical Education Practices</p>		

<p>This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.</p>		<ul style="list-style-type: none"> ● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. ● 8.1.2.AP.4: Break down a task into a sequence of steps.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Skill checks ● Preparedness ● Participation ● Sportsmanship ● Cooperation 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● At the end of each lesson or unit as needed
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Equipment • Cones • Jump-ropes • Mats
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Smart Board • Speaker System <p>Other:</p> <ul style="list-style-type: none"> • 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings 	<ul style="list-style-type: none"> • Partnering with buddy for language assistance • Visuals with keyword (i.e. “jump”) • Clubbing activities • Exploration by interest • Flexible groupings 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student led research
NJSLS CAREER READINESS, LIFE LITERACIES & KEY	Disciplinary Concept: Movement Skills and Concepts		
	<i>Core Ideas:</i>	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually	

SKILLS		and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
	<i>Performance Expectation/s:</i>	<p>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).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>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.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>The Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. ● 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. ● 9.1.2.CAP.4: List the potential rewards and risks to starting a business 	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
1	Team Sports and Fitness Strategies	40 days
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	

Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts and Physical Fitness		
<p>Core Ideas:</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<p>Performance Expectation:</p> <p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. How are the concepts of movement important? 2. How is the minimum amount of exercise important to know so that I can stay physically fit? 3. How do I develop an appropriate personal fitness program and find the motivation to commit to it? 4. How do you realize age-appropriate fitness? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Basketball: Safety procedures and basic skills presented (dribbling, passing, shooting, use of backboard in shooting layouts) ● Understand that knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. ● Explore the understanding of fitness concepts and skills and integrating them into your everyday routine supports wellness. ● Know that physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> ● 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. ● 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. ● 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
Safety (2.3) Disciplinary Concept:		
Core Ideas:	Performance Expectation:	

Comprehensive Health and Physical Education Practices		<ul style="list-style-type: none"> ● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. ● 8.1.2.AP.4: Break down a task into a sequence of steps.
This unit enables students to understand the components of health related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Skill checks ● Preparedness ● Participation ● Sportsmanship ● Cooperation 		Benchmarks: <ul style="list-style-type: none"> ● Common Formative Assessment Summative Assessments: <ul style="list-style-type: none"> ● At the end of each lesson or unit as needed

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Flag football • Soccer • Basketball • Wiffle ball 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Flag football • Soccer • Basketball • Wiffle ball 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Flag football • Soccer • Basketball • Wiffle ball 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Flag football • Soccer • Basketball • Wiffle ball
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Smart Board • Speaker System <p>Other:</p> <ul style="list-style-type: none"> • 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Flag football • Soccer • Basketball • Wiffle ball 	<ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings 	<ul style="list-style-type: none"> • Partnering with buddy for language assistance • Visuals with keyword (i.e. “jump”) • Clubbing activities • Exploration by interest • Flexible groupings 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student led research
	Disciplinary Concept: Movement Skills and Concepts		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Core Ideas:</i>	Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.
	<i>Performance Expectation/s:</i>	<p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>The Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. ● 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. ● 9.1.2.CAP.4: List the potential rewards and risks to starting a business 	

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
2	Cardiovascular Health	40 days

Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:	Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Physical Fitness		
Core Ideas: The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	Performance Expectation: 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. 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). 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. 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).	Essential Question/s: <ol style="list-style-type: none"> 1. How is the concept of good sportsmanship important? 2. How are basic activity and safety rules important? 3. How does being healthy contribute to safe and improved performance? 4. How does mental attitude influence physical performance? Activity Description: <ul style="list-style-type: none"> ● Explain the size of the heart ● Create movement stations ● Body composition ● Explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt. ● Understand that if you are healthy you will do better in your sports activities. ● Able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals. Interdisciplinary Connections: Content: ;NJSLS#: <ul style="list-style-type: none"> ● 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. ● 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. ● 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

		<ul style="list-style-type: none"> ● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. ● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. ● 8.1.2.AP.4: Break down a task into a sequence of steps.
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
<p>This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.</p>		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation 	

	<ul style="list-style-type: none"> • Respect for Self and Others • Enthusiasm • Initiative • Resilience 		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Skill checks • Preparedness • Participation • Sportsmanship • Cooperation 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • At the end of each lesson or unit as needed 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Cones • Jump-ropes • Mats
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Smart Board • Speaker System <p>Other:</p> <ul style="list-style-type: none"> • 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • NJSL 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Cones • Jump-ropes • Mats 	<ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings 	<ul style="list-style-type: none"> • Partnering with buddy for language assistance • Visuals with keyword (i.e. “jump”) • Clubbing activities • Exploration by interest • Flexible groupings 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student led research

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Physical Fitness	
	<i>Core Ideas:</i>	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
	<i>Performance Expectation/s:</i>	<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>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).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>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).</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	The Career Readiness, Life Literacies and Key Skills (NJSL-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it	

	<p>outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. ● 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. ● 9.1.2.CAP.4: List the potential rewards and risks to starting a business
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New Jersey Legislative Statutes and Administrative Code
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	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		X	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
3	Individual and Lifelong Sports	20 days

Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts and Physical Fitness		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	Essential Question/s:
<p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p> <p>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.</p> <p>Personal and community resources can support physical activity.</p>	<p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p>	<ol style="list-style-type: none"> 1. Are the students able to demonstrate and identify the skills necessary to tennis to enhance their participation in a variety of lead-up games? 2. Are the students able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to tennis skills and expectations? 3. Will cup stacking help your eye-hand coordination? 4. What parts of the body are used when doing cup stacking? 5. Do we use teamwork in cup stacking and if so why? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Tennis: Shake Hands Grip, ball control with racket ● Able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt. ● Understand that if you are healthy you will do better in your sports activities. ● Able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals. ● Able to gain eye-hand coordination. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> ● 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. ● 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. ● 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

	<p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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).</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	<ul style="list-style-type: none"> ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. ● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. ● 8.1.2.AP.4: Break down a task into a sequence of steps.
<p>Safety (2.3) Disciplinary Concept:</p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p>Comprehensive Health and Physical Education Practices</p>		

<p>This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Skill checks ● Preparedness ● Participation ● Sportsmanship ● Cooperation 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● At the end of each lesson or unit as needed
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● NJSLS 2020 Comprehensive Health and Physical Education ● Locomotor games ● Equipment ● Cones ● Jump-rope ● Mats ● Speaker system ● Tennis ● Cup Stacking 	<ul style="list-style-type: none"> ● NJSLS 2020 Comprehensive Health and Physical Education ● Locomotor games ● Equipment ● Cones ● Jump-rope ● Mats ● Speaker system ● Tennis ● Cup Stacking 	<ul style="list-style-type: none"> ● NJSLS 2020 Comprehensive Health and Physical Education ● Locomotor games ● Equipment ● Cones ● Jump-rope ● Mats ● Speaker system ● Tennis ● Cup Stacking 	<ul style="list-style-type: none"> ● NJSLS 2020 Comprehensive Health and Physical Education ● Locomotor games ● Equipment ● Cones ● Jump-rope ● Mats ● Speaker system ● Tennis ● Cup Stacking
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● Smart Board ● Speaker System <p>Other:</p> <ul style="list-style-type: none"> ● 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● NJSLS 2020 Comprehensive Health and Physical Education ● Locomotor games ● Equipment ● Cones ● Jump-rope ● Mats ● Speaker system 	<ul style="list-style-type: none"> ● Clubbing activities ● Exploration by interest ● Flexible groupings 	<ul style="list-style-type: none"> ● Partnering with buddy for language assistance ● Visuals with keyword (i.e. “jump”) ● Clubbing activities ● Exploration by interest ● Flexible groupings 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student led research

<ul style="list-style-type: none"> • Tennis • Cup Stacking 			
<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Movement Skills and Concepts and Physical Fitness</p>		
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> • Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. • The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). • 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. • Personal and community resources can support physical activity. 	
	<p><i>Performance Expectation/s:</i></p>	<p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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).</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	
<p>Career Readiness, Life Literacies, & Key Skills Practices</p>			

	<p>The Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. ● 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. ● 9.1.2.CAP.4: List the potential rewards and risks to starting a business
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					Standards in Action: <i>Climate Change</i>

Marking	Unit	Recommended
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Period	Title	Instructional Days
4	Cooperative Games	20 days
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:	Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts		
Core Ideas: Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	Performance Expectation: 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.	Essential Question/s: <ol style="list-style-type: none"> 1. How is the concept of good sportsmanship important? 2. How are basic activity and safety rules important? 3. How does being healthy contribute to safe and improved performance? 4. How does mental attitude influence physical performance? 5. Do the students demonstrate kicking using proper technique? Activity Description: <ul style="list-style-type: none"> ● Parachute: Parachute Volleyball, Parachute with Scooters, Parachute Fun ● Able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt. ● Understand that if you are healthy you will do better in your sports activities. ● Able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals. ● Able to gain eye-hand coordination. Interdisciplinary Connections: Content: ;NJSLS#: <ul style="list-style-type: none"> ● 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. ● 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.

		<ul style="list-style-type: none"> ● 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. ● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. ● 8.1.2.AP.4: Break down a task into a sequence of steps.
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>

<u>Formative Assessments:</u> <ul style="list-style-type: none"> • Teacher observation • Student participation • Skill checks • Preparedness • Participation • Sportsmanship • Cooperation 		<u>Benchmarks:</u> <ul style="list-style-type: none"> • Common Formative Assessment <u>Summative Assessments:</u> <ul style="list-style-type: none"> • At the end of each lesson or unit as needed 	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Parachutes • Kickball 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Parachutes • Kickball 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Parachutes • Kickball 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Parachutes • Kickball
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks • Smart Board • Speaker System Other: <ul style="list-style-type: none"> • 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Parachutes 	<ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings 	<ul style="list-style-type: none"> • Partnering with buddy for language assistance • Visuals with keyword (i.e. “jump”) 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and

<ul style="list-style-type: none"> Kickball 		<ul style="list-style-type: none"> Clubbing activities Exploration by interest Flexible groupings 	encourage independent studies or investigations. <ul style="list-style-type: none"> Modeling or independent student led research
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Movement Skills and Concepts		
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. 	
	<i>Performance Expectation/s:</i>	<p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<p>The Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. 9.1.2.CAP.4: List the potential rewards and risks to starting a business 		

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Content Area: Comprehensive Health and Physical Education (NJSLS-CHPE 2.1 - 2.3) Grades K - 12
Grades: 3-5

Dev. Date:
August 2022
