

East Newark Public School
Physical Education Curriculum
Grades 6-8



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 6-8 Scope and Sequence:

Unit	Estimated Pacing
Spacial Awareness/Movement Concepts	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	Spacial Awareness/Movement Concepts	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: Movement Skills and Concepts and Lifelong Fitness		
Core Ideas: Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	Performance Expectation: 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.	Essential Question/s: 1. What are the basic movement structures of dance? 2. How do musical measures make up fundamental dance routines? 3. How agility, balance, coordination, flexibility, and body control are related to dance? 4. What are conditioning exercises with an obvious knowledge of movement related to dance? 5. What are the basic dance steps and combinations used in square dancing? 6. What are the special skills involved with different ethnic dances? 7. How are specific social dance routines identified and performed? 8. What good social traits are demonstrated by participating with different partners and groups on a daily basis? Activity Description: <ul style="list-style-type: none"> ● Dance activities ● Able to demonstrate knowledge of steps, terminology, and safety precautions of the dance. ● Able to demonstrate the ability to execute the basic fundamental movements of dance. ● Able to demonstrate the ability to apply the basic individual movements in a group dance. ● Able to demonstrate knowledge of steps, terminology, and safety precautions of each event.

	<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p>	<ul style="list-style-type: none"> • Able to 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. • 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 	

	<ul style="list-style-type: none"> • 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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Skill checks • Preparedness • Participation • Sportsmanship • Cooperation 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Common Formative Assessment <p><u>Summative Assessments:</u></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 • Mats • Speaker system • Dance-Line 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Mats • Speaker system • Dance-Line 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Mats • Speaker system • Dance-Line 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Mats • Speaker system • Dance-Line
<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"> • NJSLS 2020 Comprehensive Health and Physical Education • Locomotor games • Equipment • Mats • Speaker system • Dance-Line 	<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: Movement Skills and Concepts and Lifelong Fitness	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> • Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). • Feedback from others and self-assessment impacts performance of movement skills and concepts. • Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
	<i>Performance Expectation/s:</i>	<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</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>

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
Core Ideas:	Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts and Physical Fitness		
Core Ideas: Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	Performance Expectation: 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.	Essential Question/s: <ol style="list-style-type: none"> 1. What are the rules of the game? 2. What are the basic skills of the game? 3. What are the terminologies of the game? 4. What concepts of teamwork and sportsmanship are involved in the game? 5. What are the rules, regulations and safety procedure fitness equipment? 6. How is a training program a key part of progressing physically? 7. What are the proper warm up pre-workout stretching techniques? 8. What is the importance of maintaining workout records? 9. How are basic physical fitness skills for life obtained? 10. What areas of the body are developed through physical fitness? 11. How is body mass index learned and obtained? 12. What are the proper techniques used in each exercises to develop each area of the body? Activity Description: <ul style="list-style-type: none"> ● Basketball: Safety procedures and basic skills presented (dribbling, passing, shooting, use of backboard in shooting layouts) ● Soccer: Safety procedures and basic skills presented (trap, pass, dribble, volley, and goalie skills)Able to demonstrate knowledge of the rules, terminology, and safety precautions of the game. ● Able to demonstrate the ability to apply the basic individual skills in a game situation.

		<ul style="list-style-type: none"> 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.
Safety (2.3) Disciplinary Concept:		Interdisciplinary Connections: Content: ;NJSLS#:
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		<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. 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: <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 	

	<ul style="list-style-type: none"> • 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"> • Think, Pair, Share activities after the anticipatory set. • Pre and Post assessments. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • End of Unit Test 	
<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 • 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
<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"> • 			
<p>Differentiated Student Access to Content: Recommended Strategies & Techniques</p>			

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

<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>	<p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>
	<p><i>Performance Expectation/s:</i></p>	<p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</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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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: A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	Performance Expectation: 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental	Essential Question/s: <ol style="list-style-type: none"> 1. How are basic physical fitness skills for life obtained? 2. What areas of the body are developed through physical fitness? 3. How is body mass index learned and obtained? 4. What are the proper techniques used in each exercise to develop each area of the body? Activity Description: <ul style="list-style-type: none"> ● Explain the size of the heart ● Create movement stations ● Body composition ● Able to demonstrate knowledge of steps, terminology, and safety precautions of each fitness exercise. ● Able to demonstrate the ability to execute the basic fundamental skills of each fitness exercise during skills. ● Able to demonstrate the ability to apply the basic individual fitness exercise during a group fitness workout. 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.

	<p>conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p>	<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.
<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 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity 	

<ul style="list-style-type: none"> Motivation 	<ul style="list-style-type: none"> Adaptive Behavior Communication Social Engagement Constructive Thinking Consequence Evaluation Respect for Self and Others Enthusiasm Initiative Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Teacher observation Student participation Skill checks Preparedness Participation Sportsmanship Cooperation 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Common Formative Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> At the end of each lesson or unit as needed 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> NJSLS 2020 Comprehensive Health and Physical Education Exercise Chromebooks/IPADs Jump-ropes 	<ul style="list-style-type: none"> NJSLS 2020 Comprehensive Health and Physical Education Exercise Chromebooks/IPADs Jump-ropes 	<ul style="list-style-type: none"> NJSLS 2020 Comprehensive Health and Physical Education Exercise Chromebooks/IPADs Jump-ropes 	<ul style="list-style-type: none"> NJSLS 2020 Comprehensive Health and Physical Education Exercise Chromebooks/IPADs Jump-ropes
<p align="center">Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks Smart Board 			

<ul style="list-style-type: none"> • 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 • Exercise • Chromebooks/IPADs • Jump-ropes 	<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 	<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>	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
	<i>Performance Expectation/s:</i>	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic</p>

		steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
	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>			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
Core Ideas:	Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts and Lifelong Fitness		
Core Ideas: Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. Community resources can provide participation in physical activity for self and family members.	Performance Expectation: 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.	Essential Question/s: <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 is used when doing cup stacking? 5. Do we use teamwork in cup stacking and if so why? 6. What role does proper warm up activities have in juggling? 7. How are balance, coordination, agility, flexibility, and strength through basic skill work connected to the ability to juggle? 8. What are the basic safety and spotting procedures used in juggling exercises? 9. What concepts of skill progression are used in the different aspects of juggling? Activity Description: <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.

	<p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions</p>	<ul style="list-style-type: none"> ● 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. ● 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>	

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: 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>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Skill checks ● Preparedness ● Participation 		<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

<ul style="list-style-type: none"> • Sportsmanship • Cooperation 			
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 • 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			
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 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 • Locomotor games 	<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"> • Equipment • Cones • Jump-rope • Mats • Speaker system • Tennis • Cup Stacking 		<ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings 	<p>encourage independent studies or investigations.</p> <ul style="list-style-type: none"> • Modeling or independent student led research
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Movement Skills and Concepts and Lifelong Fitness</p>	
	<p><i>Core Ideas:</i></p>	<p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions</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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	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>

Marking Period	Unit Title	Recommended 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 and Physical Fitness		
Core Ideas: Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	Performance Expectation: 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.	Essential Question/s: 1. What are the rules of the game? 2. What are the basic skills of the game? 3. What are the terminologies of the game? 4. What concepts of teamwork and sportsmanship are involved in the game? 5. How does being healthy contribute to safe and improved performance? 6. How does mental attitude influence physical performance? 7. Do the students demonstrate kicking using proper technique? 8. What are effective strategies for cooperative games? 9. What techniques are used in working with groups? 10. How are individual ability levels improved throughout the unit? 11. What concepts of fair play and sportsmanship are used in cooperative games? Activity Description: <ul style="list-style-type: none"> ● Kickball: Safety procedures and skills ● Able to demonstrate knowledge of the rules, terminology, and safety precautions of the game. ● Able to demonstrate the ability to apply the basic individual skills in a game situation. ● 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.

		<ul style="list-style-type: none"> • 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.
Safety (2.3) Disciplinary Concept:		<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. • 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.
<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 	

	<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"> • Think, Pair, Share activities after the anticipatory set. • Pre and Post assessments. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • End of Unit Test 	
<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 • 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
<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"> • 			
<p>Differentiated Student Access to Content: Recommended Strategies & Techniques</p>			

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 • Kickball 	<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

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Movement Skills and Concepts and Physical Fitness</p>	
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	<p><i>Performance Expectation/s:</i></p>	<p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</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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