

East Newark Public School
Physical Education Curriculum
Grades K-2



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:

Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and social studies.

Grades K-2 Scope and Sequence:

Unit	Estimated Pacing
Spatial 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	Spatial Awareness and 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
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness		
<i>Core Ideas:</i> The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. Exploring wellness components provide a foundational experience of physical movement activities.	<i>Performance Expectation:</i> 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).	Essential Question/s: 1. How is the concept of good sportsmanship important? 2. How are basic activity and safety rules important? 3. How does mental attitude influence physical performance? 4. How does being healthy contribute to safe and improved performance? 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"> ● Dances: Twist, Hokey Pokey, Bunny Hop ● Marching Games to music: Freeze, Clam Free, Hot Potato ● Explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt. ● 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. ● Understand that if you are healthy you will do better in your sports activities. ● Demonstrate knowledge of steps, terminology, and safety precautions of the dance.

	<p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p>	<ul style="list-style-type: none"> • 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. <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 ● 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: Jump-ropes, mats, cones, speaker system Dance 	<ul style="list-style-type: none"> NJSLS 2020 Comprehensive Health and Physical Education Locomotor games Equipment: Jump-ropes, mats, cones, speaker system Dance 	<ul style="list-style-type: none"> NJSLS 2020 Comprehensive Health and Physical Education Locomotor games Equipment: Jump-ropes, mats, cones, speaker system Dance 	<ul style="list-style-type: none"> NJSLS 2020 Comprehensive Health and Physical Education Locomotor games Equipment: Jump-ropes, mats, cones, speaker system Dance
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: Jump-ropes, mats, cones, speaker system Dance 	<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, Physical Fitness, Lifelong Fitness		
	Core Ideas:	<ul style="list-style-type: none"> The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative 	

SKILLS		<p>skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <ul style="list-style-type: none"> ● Feedback impacts and improves the learning of movement skills and concepts. ● The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. ● Exploring wellness components provide a foundational experience of physical movement activities.
	<i>Performance Expectation/s:</i>	<p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</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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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
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: The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. Teamwork consists of effective communication and respect among class and team members. The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	Performance Expectation: 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities,	Essential Question/s: 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? 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) ● 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. Interdisciplinary Connections: Content: ;NJSLS#:

	<p>games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</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 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).</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 	

	<ul style="list-style-type: none"> • 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>			
<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 			

Other:			
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 • 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
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Movement Skills and Concepts and Physical Fitness		
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> • The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. • Feedback impacts and improves the learning of movement skills and concepts. • Teamwork consists of effective communication and respect among class and team members. • The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. 	
	<i>Performance Expectation/s:</i>	<p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p>	

		<p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<p>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 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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 (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: Movement Skills and Concepts and Lifelong Fitness		
Core Ideas: The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. Resources that support physical activity are all around you.	Performance Expectation: 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.2.LF.4: Identify physical activities available outside of school that are in the community	Essential Question/s: 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? Activity Description: <ul style="list-style-type: none"> ● Explain the size of the heart ● Create movement stations ● Body composition ● 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. 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.

Safety (2.3) Disciplinary Concept:		<ul style="list-style-type: none"> ● 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		
<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 ● 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:		Benchmarks:
<ul style="list-style-type: none"> ● Teacher observation 		<ul style="list-style-type: none"> ● Common Formative Assessment

<ul style="list-style-type: none"> • Student participation • Skill checks • Preparedness • Participation • Sportsmanship • Cooperation 	<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 • Exercise • Jump-ropes • Chromebooks • Scooters 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Exercise • Jump-ropes • Chromebooks • Scooters 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Exercise • Jump-ropes • Chromebooks • Scooters 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Exercise • Jump-ropes • Chromebooks • Scooters
<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>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core</p>
<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Exercise • 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.

<ul style="list-style-type: none"> • Chromebooks • Scooters 		<ul style="list-style-type: none"> • Exploration by interest • Flexible groupings 	<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>	<ul style="list-style-type: none"> • The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. • Feedback impacts and improves the learning of movement skills and concepts. • Resources that support physical activity are all around you.
	<p><i>Performance Expectation/s:</i></p>	<p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.2.LF.4: Identify physical activities available outside of school that are in the community</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 	

Content Area: Comprehensive Health and Physical Education (NJSLS-CHPE 2.1 - 2.3) Grades K - 12
Grades: K-2

Dev. Date:
August 2022

	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
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 Physical Fitness		
Core Ideas: The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. Teamwork consists of effective communication and respect among class and team members.	Performance Expectation: 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical	Essential Question/s: 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? Activity Description: <ul style="list-style-type: none"> ● Tennis: Shake Hands Grip, ball control with racket ● 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. 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>activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</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 ● 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><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 <i>IEP/504/At-Risk/ESL</i></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 • Tennis 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Tennis 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Tennis 	<ul style="list-style-type: none"> • NJSLS 2020 Comprehensive Health and Physical Education • Tennis
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 • Tennis 	<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 Physical Fitness		
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> • The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. • Feedback impacts and improves the learning of movement skills and concepts. • Teamwork consists of effective communication and respect among class and team members. 	

	<i>Performance Expectation/s:</i>	<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</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
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
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts		
<p><i>Core Ideas:</i></p> <p>The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <p>Feedback impacts and improves the learning of movement skills and concepts.</p>	<p><i>Performance Expectation:</i></p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> How are the concepts of movement important? How is the minimum amount of exercise important to know so that I can stay physically fit? How do I develop an appropriate personal fitness program and find the motivation to commit to it? How do you realize age-appropriate fitness? <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> Parachute: Parachute Volleyball, Parachute with Scooters, Parachute Fun 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.

		<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		
<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 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance 	

<ul style="list-style-type: none"> Motivation 	<ul style="list-style-type: none"> Appreciating Social and Environment Diversity 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 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 align="center">Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks 			

<ul style="list-style-type: none"> • 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 • 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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Movement Skills and Concepts	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> • The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. • Feedback impacts and improves the learning of movement skills and concepts.
	<i>Performance Expectation/s:</i>	<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p>

		<p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
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