

Marking Period	Unit Title	Recommended Instructional Days
1	Personal Safety/Peer Pressure/Fire Safety and Drills/Lockdown/Shelter in Place/Recreational Safety/Crossing the Street	150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept: Community Health Services and Support		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit
Core Ideas: People in the community want to keep us safe.	Performance Expectation: •2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. •2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.	
Physical Wellness (2.2) Disciplinary Concept:		
Core Ideas:	Performance Expectation:	
Safety (2.3) Disciplinary Concept: Personal Safety		Essential Question/s: What are some techniques for good personal hygiene and care in order to prevent the catching and spreading of disease? What is careless and careful behavior, and what are some examples of each? What are community safety rules and laws? What are common emergencies and the steps to take in each case? What type of equipment can be used to help you stay safe when you are outdoors? What is Stop, Drop and Roll? How do we perform it? How do we cross the street? What do the colors of traffic lights mean? Why is it important to keep the Earth healthy? What can you do?
Core Ideas: The environment can impact personal health and safety in different ways. Potential hazards exist in personal space, in the school, in the community, and globally.	Performance Expectation: • 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. • 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).	

<p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<ul style="list-style-type: none"> • 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). • 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). • 2.3.2.PS.5: Define bodily autonomy and personal boundaries. • 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. • 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). • 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). 	<p><u>Activity Description:</u> With a partner, construct a list of communicable and non-communicable diseases and how to care for and prevent them. Have students discuss diseases that they have had.</p> <p>Make safety signs or posters showing how to be safe.</p> <p>Identify the dangers of fire, ways to prevent fires, and what to do in case of fire. Create a fire escape/safety plan</p> <p>Name common emergencies and list steps to take in each case, then role-play to build respect for danger signs and for the need to act quickly in emergencies. Practice taking the right action steps for the most threatening and urgent emergencies. Determine how to get the right kind of help quickly in simple emergencies.</p> <p>Play red light green light.</p> <p>Discuss ways for children to contribute to keeping the Earth healthy for all living things. Have students complete the Reduce – Reuse- Recycle worksheets. (Standards in Action: <i>Climate Change</i>)</p> <p><u>Interdisciplinary Connections:</u> TECH ART ELA SCI</p>
<p align="center">Comprehensive Health and Physical Education Practices</p>		<p><u>NJ Student Learning Standards #:</u></p>
<p>Acting as responsible and contributing member of society</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Making decisions</p>		<p>2.1.2.CHSS.3 2.1.2.CHSS.4 2.3.2.PS.2 2.3.2.PS.3</p>

Setting goals		
Using technology tools responsibly		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	
Responsible Decision-Making	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices 	

<p>Relationship Skills</p>	<ul style="list-style-type: none"> • Evaluate personal, ethical, safety, and civic impact of decisions • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">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 ▣ Do Now ▣ Homework ▣ Class Participation ▣ Portfolio ▣ Discussions ▣ Written Assessments ▣ Quiz ▣ Journal writing 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ▣ Quiz ▣ Exam <p>Summative Assessments:</p> <ul style="list-style-type: none"> ▣ Pre-Test ▣ Written test ▣ Role Playing ▣ Rubric ▣ Teacher observation ▣ Written Assessments 	
<p style="text-align: center;">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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV ● Internet Access ● Projector <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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or</p>	<p>Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual</p>	<p>Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect</p>

	format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	dictionary, and modified assessment and/or rubric.	students to related talent development opportunities.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance		
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.	
	Career Readiness, Life Literacies, & Key Skills Practices		
	Act as a responsible and contributing community members and employee.		

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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
1-2	Hygiene/The Body/5 Senses	150 Minutes/Wk
<p>Personal and Mental Health (2.1) Disciplinary Concept: Personal Growth and Development</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</p>
<p>Core Ideas:</p> <p>Individuals enjoy different activities and grow at different rates.</p> <p>Personal hygiene and self-help skills promote healthy habits.</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> •2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. •2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). •2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. •2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. •2.1.2.PGD.5: List medically accurate names for body parts, including the genitals 	
<p>Physical Wellness (2.2) Disciplinary Concept:</p>		
<p>Core Ideas:</p>	<p>Performance Expectation:</p>	<p>Essential Question/s:</p> <p>What should we do every morning to make us look neat and clean? When should we wash our hands? How can we stop germs from spreading? What kind of appropriate clothing do we need to wear for all 4 seasons?</p>
<p>Safety (2.3) Disciplinary Concept:</p>		

Personal Safety Health Conditions, Diseases and Medicines	
<p>Core Ideas:</p> <p>The environment can impact personal health and safety in different ways.</p> <p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> •2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. •2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). •2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
Comprehensive Health and Physical Education Practices	
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p>	<p>Why is brushing our teeth important?</p> <p>Activity Description:</p> <p>Perform sing- a-long while washing their hands. Ex. This is the way we wash our hands, etc. (brush our teeth, wash our face, wash our hair, and comb/brush our hair).</p> <p>Use various materials; create a project to demonstrate how to properly wash hands. i.e- allow students to demonstrate the procedure using a small amount of shaving cream or glitter to simulate washing hands.</p> <p>Demonstrate properly how to cough and sneeze into the elbow. (I.e. Use animated video to demonstrate proper skills. Ex. Handy Helper video).</p> <p>Dress up an action figure or doll demonstrating the clothing appropriate for a particular season. Print out pictures and match clothing to the season.</p> <p>Interdisciplinary Connections: Tech ELA</p> <p><u>NJ Student Learning Standards #:</u> 2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.4 2.3.2.PS.1 2.3.2.HCDM.2 2.3.2.HCDM.3</p>

<p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through 	

<p>Social Awareness</p>	<p>alternative methods to achieve one's goals</p> <ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
<p>Responsible Decision-Making</p>	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions	
<p>Relationship Skills</p>	<ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others• Identify ways to resist inappropriate social pressure• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways• Identify who, when, where, or how to seek help for oneself or others when needed	

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> · Teacher Observation · Do Now · Homework · Class Participation · Portfolio · Discussions · Written Assessments · Quiz · Journal writing 		<u>Benchmarks:</u> <ul style="list-style-type: none"> · Quiz · Exam <u>Summative Assessments:</u> <ul style="list-style-type: none"> · Pre-Test · Written test · Role Playing · Rubric · Teacher observation · Written Assessments 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
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Supplemental Resources			

<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard ● Internet Access ● Projector <p>Other:</p> <ul style="list-style-type: none"> ● 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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	<p>Disciplinary Concept: Risk Management and Insurance</p>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Core Ideas:	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	Performance Expectation/s:	9.1.5.RMI.1: Identify risks that individuals and households face.
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Marking Period	Unit Title	Recommended Instructional Days
2	Character/Self Control/Responsibility/Emotions/Grief	150 Minutes/Wk
<p align="center">Personal and Mental Health (2.1) Disciplinary Concept: Emotional Health</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit</p>
<p>Core Ideas:</p> <p>Many factors influence how we think about ourselves and others.</p> <p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> •2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. •2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. •2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). •2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. •2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 	
<p align="center">Physical Wellness (2.2) Disciplinary Concept:</p>		
<p>Core Ideas:</p>	<p>Performance Expectation:</p>	
<p align="center">Safety (2.3) Disciplinary Concept:</p>		<p>Essential Question/s:</p> <p>How can you express your needs, wants, and feelings in healthy ways?</p> <p>What are some needs and wants that you have and what differentiates the two groups?</p>
<p>Core Ideas:</p>	<p>Performance Expectation:</p>	

		How do your family members support you?
Comprehensive Health and Physical Education Practices		How can using “I” messages instead of “you” messages help to express your feelings?
Acting as responsible and contributing member of society		What occupations are necessary to a successful community?
Building and maintaining healthy relationships		How can I deal with stress in my life?
Communicating clearly and effectively (verbal and nonverbal)		Who can you go to for help when mad or sad?
Resolving conflict		How can we celebrate how we are alike and different?
Attending to personal health, emotional, social and physical well-being		How do people cope with sadness and loss?
Making decisions		<u>Activity Description:</u>
Managing-self		Role play various scenes depicting doing the honest, noble thing and how not acting in this way will only cause more harm. Student performance, peer review, and teacher observation.
Setting goals		Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each. Then demonstrate how to care about people by paying attention to their feelings. Use scenarios to practice recognizing various emotions. Then compare and contrast two opposite emotions, such as happiness and sadness
Using technology tools responsibly		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	<p>Working in groups, students determine healthy solutions to the stressful situations Breathing and Yoga activity</p> <p>Music for Everyone - Ask each student to bring in a song title of music from their family of origin. Explain about each culture and how music plays a role in their cultures and celebrate traditions. Talk about what instruments are used. (<i>Diversity & Inclusion: N.J.S.A. 18A:35-4.36a</i>)</p>

<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	<p>Help children brainstorm lists of people to whom they can go to for help and have students draw that person/persons fully detailed and write 2 sentences or discuss as to why they feel they can go to that person for help</p>
<p>Social Awareness</p>	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	<p>Introduce the "Feelings Chart" activity. Draw a large chart on the board or a sheet of paper with different emotions listed (e.g., sad, angry, confused, happy, scared, etc.). Invite the students to come up, one by one, and place a sticker or draw a face next to the emotion they're feeling today. Encourage them to share why they chose that emotion if they feel comfortable. After everyone has had a turn, discuss the different emotions on the chart. Talk about how it's okay to feel a range of emotions and that everyone experiences grief differently. Ask the students to draw a picture of something or someone they miss or something that makes them feel sad. Encourage them to express their feelings through their drawings. While the students are drawing, walk around the room and engage in one-on-one conversations with each child, if possible. Ask open-ended questions like, "Can you tell me about your drawing?" or "How are you feeling right now?" After the allotted drawing time, gather the students back together and give them the option to share their drawings and talk about their feelings with the class.</p> <p><u>Discussions:</u></p>
<p>Responsible Decision-Making</p>	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions 	<p>People have needs that are necessary for survival and wants that we like and make us feel comfortable.</p> <p>Family members do things every day to take care of you.</p> <p>When expressing your feelings, it is important to express how you feel and not just what someone else did.</p> <p>Each community has people who have different roles in making the community successful.</p>
<p>Relationship Skills</p>	<ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others 	<p>Ask the students if they know what the word “grief” means. Allow them to share their thoughts and ideas. Explain that grief is a feeling we have when someone we care about has died or when we experience a big change in our</p>

	<ul style="list-style-type: none"> • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	<p>lives. Reassure the students that it's normal to feel sad, confused, or even angry when we're grieving, and that it's okay to talk about our feelings.</p> <p><u>Interdisciplinary Connections:</u> ART TECH ELA MUS</p> <p><u>NJ Student Learning Standards #:</u> 2.1.2.EH.1 2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5 2.1.2.SSH.1 2.1.2.SSH.6</p>
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		 Written Assessments	
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Risk Management and Insurance</p>	
	<p><i>Core Ideas:</i></p>	<p>Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>9.1.5.RMI.1: Identify risks that individuals and households face.</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<p>Act as a responsible and contributing community members and employee.</p>	

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

Amistad Law:		Holocaust Law:		LGBT and		Standards in	X	Diversity & Inclusion:		Erin's Law
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Bayonne Board of Education Comprehensive Health and Physical Education
End of Grade 2

Dev. Date:

	<i>N.J.S.A. 18A 52:16A-88</i>		<i>N.J.S.A. 18A:35-28</i>		Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Action: <i>Climate Change</i>		<i>N.J.S.A. 18A:35-4.36a</i>		<i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
2	Communication/Relationships/Pregnancy/Decision Making/Bullying	150 Minutes/Wk
<p>Personal and Mental Health (2.1) Disciplinary Concept: Emotional Health Social and Sexual Health Pregnancy and Parenting</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</p>
<p>Core Ideas:</p> <p>Many factors influence how we think about ourselves.</p> <p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> •2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. •2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. •2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. •2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. •2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. •2.1.2.SSH.5: Identify basic social needs of all people. •2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 	

<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p> <p>All living things may have the capacity to reproduce.</p>	<ul style="list-style-type: none"> •2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. •2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). •2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. • 2.1.2.PP.1: Define reproduction. • 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). 	
<p>Physical Wellness (2.2) Disciplinary Concept:</p>		
<p>Core Ideas:</p>	<p>Performance Expectation:</p>	<p>Essential Question/s:</p> <p>What does it mean to communicate?</p> <p>How do you communicate with your friends and family?</p> <p>Which family members are in your family?</p> <p>Describe the roles and responsibilities of each.</p> <p>What does the word community mean and what do communities do to help you and your family?</p> <p>How can I have safe and healthy relationships with others?</p> <p>What do your family members mean to you?</p> <p>What are some things that make you happy about your family?</p>
<p>Safety (2.3) Disciplinary Concept: Personal Safety</p>		
<p>Core Ideas:</p> <p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> • 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). 	
<p>Comprehensive Health and Physical Education Practices</p>		

<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Making decisions</p> <p>Managing-self</p> <p>Using technology tools responsibly</p>		<p>What does it mean to reproduce?</p> <p>Why is it important for the birth mom to eat healthy foods during her pregnancy?</p> <p>Why should the birth mom see a doctor during her pregnancy?</p> <p>What can a pregnant mom do to have a healthy pregnancy?</p> <p>What do living things need from their moms to live and grow?</p> <p>What is one way you can settle a disagreement or conflict?</p> <p>What is bullying?</p> <p>What are some signs of bullying?</p> <p>Who can we go to if you are being bullied?</p> <p>Where can you go for help or to talk to someone about life skills?</p> <p>In what ways can people in the community help to keep you safe?</p> <p>How can we celebrate the diversity of gender expressions and challenge stereotypes to create a more inclusive and accepting community?</p> <p><u>Activity Description:</u></p> <p>Role-play the stereotypical actions of various family members around the dinner table. Presentations, observations, self-assessment</p> <p>Make a family tree.</p> <p>Discussion: Define the word community and tell what communities do to help you and your family.</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals 	

<p>Social Awareness</p>	<ul style="list-style-type: none"> • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	<p>Discussion: Define the word “family” and describe some of the things that make you happy about your family. How do they influence the choices you make about food and your behaviors?</p> <p>Explain the value of rules and laws in a community.</p> <p>Name people (roles) that make the neighborhood or town/city/community a better place for your family to live</p> <p>Read the article from Kids Health, Getting Along with Parents, to the class and then have the students brainstorm various ways to stay close, get along, and build a strong relationship</p> <p>Describe healthy and safe environments, and identify and communicate what makes you feel safe or unsafe.</p>
<p>Relationship Skills</p>	<ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	<p>Read the article from Kids Health, “Talking about your feelings” to the class and then have the students complete the questions that follow.</p> <p>Invite a pregnant woman to come speak to the class about how she stays healthy during her pregnancy.</p> <p>Show pictures of the baby inside the birth mom. Ask: What happens when the mommy drinks or eats? Do predictions: What can happen if the baby is exposed to smoke or drugs?</p> <p>Circle time. Read story “When you were inside mommy”. What did mommy have to do every day to stay healthy? (eat right, exercise, go to the doctor, take vitamins, get checkups, etc.)</p> <p>Draw a picture of what bullying looks like.</p> <p>Create a list of people who you can turn to if you are being bullied.</p> <p>Allow health professionals to visit and discuss their roles in health promotion/disease prevention.</p> <p>Challenging Stereotypes:</p>

Divide the students into small groups and give each group a piece of chart paper or a whiteboard.

Ask each group to brainstorm stereotypes they have heard about boys and girls and write them on their paper.

Then, challenge the students to come up with ways to challenge or break these stereotypes. Encourage creativity and open-mindedness.

After a few minutes, have each group share their ideas with the class.

Interdisciplinary Connections:

ART
ELA
SS
TECH

NJ Student Learning Standards #:

2.1.2.EH.1
2.1.2.PP.1
2.1.2.PP.2
2.2.1.SSH.2
2.2.1.SSH.3
2.2.1.SSH.4
2.2.1.SSH.6
2.2.1.SSH.7
2.2.1.SSH.8
2.3.2.PS.8

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ■ Teacher Observation ■ Do Now ■ Homework ■ Class Participation ■ Portfolio ■ Discussions ■ Written Assessments ■ Quiz ■ Journal writing 		Benchmarks: <ul style="list-style-type: none"> ■ Quiz ■ Exam Summative Assessments: <ul style="list-style-type: none"> ■ Pre-Test ■ Written test ■ Role Playing ■ Rubric ■ Teacher observation ■ Written Assessments 	
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
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV 			

- Internet Access
 - Projector
- Other:**
- Colored pencils
 - Crayons
 - Markers
 - Blank paper

**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
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLs CAREER READINESS,	Disciplinary Concept: Risk Management and Insurance	
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community members and employee.	

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>		Standards in Action: <i>Climate Change</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
1	Intro/Fitness/Aerobic Capacity/Flexibility/Muscular Endurance	150 Minutes/Wk
Personal and Mental Health (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	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 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.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). 	<u>Essential Question/s:</u> What rules are expected of me to have a fun and successful PE class? Sometimes, walking or running isn't the best way to get somewhere or avoid someone or something. What are 2 other ways we can move, and when would you use them? These exercises help us keep our muscles loose and warm up our body. What do you think can happen if we do not keep our muscles loose and warm? Where can I feel my heart rate? What does it mean to be "well"? What is physical activity and why do we need it? How does regular physical activity contribute to being "well"? Why is it so difficult to become healthy and physically fit? <u>Activity Description:</u>

<p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p> <p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p> <p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> •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 activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. • 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.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 	<p>Discuss rules of PE class.</p> <p>Running and tagging games such as Red light green light, what time is it Mr. Fox, and relay races.</p> <p>Done through warmups - Imitate animals and objects which sway, such as elephants walking and trees swaying in the wind Work in partners to create warm up exercises and present to the class</p> <p>Drills / age appropriate lead up games Fill the cookie jar Hungry, Hungry Monsters Aliens vs. Astronauts</p> <p>Discuss and find heart rate during exercise.</p> <p>Fitness run</p> <p>Curl ups</p> <p>Push ups</p> <p>Sit and Reach (flexibility)</p> <p>Shuttle run</p> <p>Various games and station activities</p> <p>Discuss the contributions and success of African American Olympic athletes such as Elana Meyers Taylor, Simon Biles, Vonetta Flowers, Debra Thomas, Shani Davis, etc (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>).</p> <p><u>Interdisciplinary Connections:</u> TECH LA</p> <p><u>NJ Student Learning Standards #:</u> 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3</p>
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<p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> • 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). • 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. 	<p>2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p>
<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>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p>		

Using technology tools responsibly		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> ■ Teacher Observation ■ Homework ■ Class Participation ■ Portfolio ■ Discussions ■ Written Assessments 		Benchmarks: <ul style="list-style-type: none"> ■ Demonstrate proficiency in the activity ■ Apply scientific principles to learn and improve skills ■ Understand how activity participation patterns are likely to change throughout

<ul style="list-style-type: none"> ■ Quiz ■ Journal writing 		<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ■ Pre-Test ■ Written test ■ Skills Test ■ Rubric ■ Teacher observation ■ Written Assessments 	
<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>
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. Work 1:1 with another student/assigned group.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV ● Internet Access ● Projector <p>Other:</p> <ul style="list-style-type: none"> ● Noodles ● Tennis balls ● Dice, exercise balls, tic tac toe cards, cones, pinnies, bean bags, jump ropes 			

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
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community members and employee.	

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X	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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
1	Fundamental Movements/Balance/Motor Skills/Levels/Directions/Pathways/Locomotor and Non-Locomotor Skills	150 Minutes/Wk
Personal and Mental Health (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	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 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.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). 	<u>Essential Question/s:</u> Sometimes, walking or running isn't the best way to get somewhere or avoid someone or something. What are 2 other ways we can move, and when would you use them? These exercises help us keep our muscles loose and warm up our body. What do you think can happen if we do not keep our muscles loose and warm? How does balance and coordination help in daily activities? <u>Activity Description:</u> Running and tagging games such as Red light green light, what time is it Mr. Fox, and relay races. Done through warmups - Imitate animals and objects which sway, such as elephants walking and trees swaying in the wind Work in partners to create warm up exercises and present to the class Drills / age appropriate lead up games Fill the cookie jar Hungry, Hungry

<p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p> <p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p> <p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> •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 activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. • 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.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 	<p>Monsters Aliens vs. Astronauts</p> <p>Due to weather and space limitations, activities include but are not limited to:</p> <p>Aerobics Climbing activities Fitness (Resistance, Weight Training, Circuit) Fundamental movements and rhythms / Dance Gymnastics Obstacle course Parachute Play Power walking games Circuits Jumping Rope Scooter activities Tumbling Wellness Yoga</p> <p><u>Interdisciplinary Connections:</u> TECH LA</p> <p><u>NJ Student Learning Standards #:</u> 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1</p>
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<p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> • 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). • 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. 	<p>2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p>
<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>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p>		

Using technology tools responsibly		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> ■ Teacher Observation ■ Homework ■ Class Participation ■ Portfolio ■ Discussions ■ Written Assessments ■ Quiz 		Benchmarks: <ul style="list-style-type: none"> ■ Demonstrate proficiency in the activity ■ Apply scientific principles to learn and improve skills ■ Understand how activity participation patterns are likely to change throughout Summative Assessments:

<ul style="list-style-type: none"> ■ Journal writing 		<ul style="list-style-type: none"> ■ Pre-Test ■ Written test ■ Skills Test ■ Rubric ■ Teacher observation ■ Written Assessments 	
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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. Work 1:1 with another student/assigned group.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV ● Internet Access ● Projector <p>Other:</p> <ul style="list-style-type: none"> ● Bean Bags ● Nerf Balls ● Tennis balls ● Foam Frisbees ● Jump ropes 			

- Yarn Balls
- Gator balls
- Noodle chips
- Hoola Hoops

**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
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.

	Career Readiness, Life Literacies, & Key Skills Practices
	Act as a responsible and contributing community members and employee.

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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instructional Days
2	Movement Education, Dance and Creative Movement	150 Minutes/Wk
Personal and Mental Health (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	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 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.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). 	

<p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p> <p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p> <p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> • 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 activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. • 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.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 	<p>Creative Dances Line Dances Social Dances Understand Orientation/Personal Space Understand Tempos, beat, rhythm, music style, genres Walking Jogging Gallop Skipping Jumping Hopping Sliding Parachute activities Jump Rope Activities</p> <p><u>Interdisciplinary Connections:</u> TECH LA</p> <p><u>NJ Student Learning Standards #:</u> 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p>
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<p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> • 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). • 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. 	
<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>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p>		

<p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
<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 ▣ Homework ▣ Class Participation ▣ Portfolio ▣ Discussions ▣ Written Assessments ▣ Quiz ▣ Journal writing 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ▣ Demonstrate proficiency in the activity ▣ Apply scientific principles to learn and improve skills ▣ Understand how activity participation patterns are likely to change throughout <p>Summative Assessments:</p> <ul style="list-style-type: none"> ▣ Pre-Test ▣ Written test ▣ Skills Test ▣ Rubric ▣ Teacher observation ▣ Written Assessments
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**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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. Work 1:1 with another student/assigned group.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>

Supplemental Resources

- Technology:**
- Laptop
 - Chromebook
 - SmartBoard/TV
 - Internet Access
 - Projector

Other: <ul style="list-style-type: none"> • Parachute • Jump Ropes 			
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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</p>	<p>Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.</p>	<p>Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	

	Act as a responsible and contributing community members and employee.
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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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Erin's Law <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instructional Days
3	Low Organized Games and Activities	150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-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	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 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.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). 	<u>Essential Question/s:</u> Can you apply movement concepts of pathways, levels, directions, and ranges that affect quality of performance? What cues did you receive to help you move more effectively and efficiently? <u>Activity Description:</u> Body management skills Correct movement regarding feedback Decision making Demonstrate skills in isolated and applied settings Tactics Strategies Cooperative games Rock, Paper, Scissors, Cheer! <u>Interdisciplinary Connections:</u> MATH SCI TECH

<p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p> <p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p> <p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> • 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 activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. • 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.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 	<p><u>NJ Student Learning Standards #:</u></p> <p>2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p>
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<p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> • 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). • 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. 	
<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>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p>		

Setting goals		
Using technology tools responsibly		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds 	

<ul style="list-style-type: none"> ■ Portfolio ■ Discussions ■ Written Assessments ■ Quiz ■ Journal writing 	<ul style="list-style-type: none"> ■ Understand how activity participation patterns are likely to change throughout <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ■ Pre-Test ■ Written test ■ Skills Test ■ Rubric ■ Teacher observation ■ Written Assessments 		
<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>
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV ● Internet Access ● Projector <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
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community members and employee.	

(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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
4	Manipulative Skills	150 Minutes/Wk
Personal and Mental Health (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	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 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.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). 	
		<u>Essential Question/s:</u> What is movement? What is the difference between locomotor movement and non-locomotor movement, and how do we use these movements daily? How can I make movement more interesting, fun, and enjoyable? How can understanding movement concepts improve performance? What are the differences between overhand throwing and underhand throwing? What are the similarities? Why is it important to watch the scarf when catching? Why is it important to watch the ball when catching? What changes would need to be made when catching a ball over your head and below your waist? <u>Activity Description:</u>

<p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p> <p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p> <p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> • 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 activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. • 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.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 	<p>Balancing Catching Throwing Kicking Juggling Bouncing Passing Striking w/o implements Striking w/ implements Parachute activities</p> <p><u>Interdisciplinary Connections:</u> SS TECH ELA SCI MATH</p> <p><u>NJ Student Learning Standards #:</u> 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p>
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<p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> • 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). • 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. 	
<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>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p>		

<p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	

<p>Social Awareness</p>	<ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
<p>Responsible Decision-Making</p>	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions	
<p>Relationship Skills</p>	<ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others• Identify ways to resist inappropriate social pressure• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways• Identify who, when, where, or how to seek help for oneself or others when needed	

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ▣ Teacher Observation ▣ Do Now ▣ Homework ▣ Class Participation ▣ Portfolio ▣ Discussions ▣ Written Assessments ▣ Quiz ▣ Journal writing 		Benchmarks: <ul style="list-style-type: none"> ▣ Seek and select physical activities from a variety of movement forms based on interest, meaning and fulfillment. ▣ Demonstrate competence in fitness movements ▣ Meet set department standards ▣ Recognize the importance of participation in physical activity on a regular basis Summative Assessments: <ul style="list-style-type: none"> ▣ Pre-Test ▣ Written test ▣ Skills Test ▣ Rubric ▣ Teacher observation ▣ Written Assessments 	
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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
Supplemental Resources			
Technology: <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV 			

<ul style="list-style-type: none"> • Internet Access • Projector <p>Other:</p> <ul style="list-style-type: none"> • Parachute • Balls • Scarves 			
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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</p>	<p>Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.</p>	<p>Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.

	Career Readiness, Life Literacies, & Key Skills Practices
	Act as a responsible and contributing community members and employee.

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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>

Marking Period	Unit Title		Recommended Instructional Days
4	Lifetime, Adventure and Cooperative Games		150 Minutes/Wk
Personal and Mental Health (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 Physical Fitness 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	Performance Expectation: <ul style="list-style-type: none"> • 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.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). 	Essential Question/s: How do you apply sportsmanship to daily life? Why should I show good sportsmanship and follow the rules when others do not? Why is cooperation important in team sports? How will working together improve learning? How does communication affect team performance? What communication skills do I need to be successful in school and life? Why is teamwork important to leadership? Activity Description: Battleship Ostrich nest	

<p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p> <p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p> <p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> • 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 activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. • 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.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 	<p>Cranbury Connection Roll and Run Scooter Scrabble Scooter Booter Dynamic Dominoes Hoop House / Hoop City Groups Group Jump Rope Art Fleeing Dodging Chasing Tag games Cooperative activities Team building activities and challenges Parachute activities</p> <p><u>Interdisciplinary Connections:</u> SS TECH ELA SCI MATH</p> <p><u>NJ Student Learning Standards #:</u> 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1</p>
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<p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> • 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). • 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. 	<p>2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p>
<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>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p>		

<p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	

<p>Social Awareness</p>	<ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
<p>Responsible Decision-Making</p>	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions	
<p>Relationship Skills</p>	<ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others• Identify ways to resist inappropriate social pressure• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways• Identify who, when, where, or how to seek help for oneself or others when needed	

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ▣ Teacher Observation ▣ Do Now ▣ Homework ▣ Class Participation ▣ Portfolio ▣ Discussions ▣ Written Assessments ▣ Quiz ▣ Journal writing 		Benchmarks: <ul style="list-style-type: none"> ▣ Seek and select physical activities from a variety of movement forms based on interest, meaning and fulfillment. ▣ Demonstrate competence in fitness movements ▣ Meet set department standards ▣ Recognize the importance of participation in physical activity on a regular basis Summative Assessments: <ul style="list-style-type: none"> ▣ Pre-Test ▣ Written test ▣ Skills Test ▣ Rubric ▣ Teacher observation ▣ Written Assessments 	
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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
Supplemental Resources			
Technology: <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV 			

- Internet Access
 - Projector
 - Speaker
- Other:**
- Hula Hoops
 - Scooters
 - Balls
 - Buckets
 - Floor Tape
 - Chalk
 - Parachute

**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
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Disciplinary Concept: Risk Management and Insurance

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community members and employee.	

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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
3	Nutrition	150 Minutes/Wk
Personal and Mental Health (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: Nutrition		
<i>Core Ideas:</i> Nutritious food choices promote wellness and are the basis for healthy eating habits.	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 2.2.2.N.1: Explore different types of foods and food groups. • 2.2.2.N.2: Explain why some foods are healthier to eat than others. • 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. 	
Safety (2.3) Disciplinary Concept:		<u>Essential Question/s:</u> Why is it important to eat a variety of foods from all food groups? How does following MyPlate help you to eat healthy meals? What foods should I eat less of, and why? <u>Activity Description:</u> Analyze the school menu. Using MyPlate, create/draw a meal including food from all five food groups to get the nutrients you need Analyze nutrition facts on food labels Play healthy food bingo Create scenarios that allow students to make choices regarding healthful meals and snacks
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal)		

<p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		<p>Create a food journal and list the foods they eat during a day and compare it to the recommended number of servings.</p> <p><u>Interdisciplinary Connections:</u> TECH ART SCI LA</p> <p><u>NJ Student Learning Standards #:</u> 2.2.2.N.1 2.2.2.N.2 2.2.2.N.3</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
<p>Social Awareness</p>	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others 	

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ▣ Teacher Observation ▣ Do Now ▣ Homework ▣ Class Participation ▣ Portfolio ▣ Discussions ▣ Written Assessments ▣ Quiz ▣ Journal writing 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ▣ Starting point tests ▣ Quiz ▣ Exam <p>Summative Assessments:</p> <ul style="list-style-type: none"> ▣ Pre-Test ▣ Written test ▣ Role Playing ▣ Rubric ▣ Teacher observation ▣ Written Assessments
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**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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard/TV ● Internet Access ● Projector <p>Other:</p> <ul style="list-style-type: none"> ●
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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
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community members and employee.	

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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
4	Preventing the Spread of Germs/Self Care	150 Minutes/Wk
Personal and Mental Health (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:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Safety (2.3) Disciplinary Concept: Health Conditions, Diseases and Medicines		<u>Essential Question/s:</u> Does eating bad food, or not enough food influence your health? What are the self-care steps to follow to maintain a healthy body? What are the proper ways to wash hands and prevent the spread of germs? What are ticks and how can we protect ourselves from getting a tick bite? <u>Activity Description:</u> Describe ways of respecting the body through proper nutrition. Explain how to include more nutrients in food choices and create a song, poster, role-play, or story to illustrate how different nutrients affect the body. Create Hygiene posters for classroom, lunchroom, and bathroom Students will be given a scenario regarding a health condition such as the flu. Several symptoms such as fever, sneezing, cough etc. will be provided to the students. Students will then be asked to come up with the proper strategies to aid in the prevention of spreading the flu On the poster board, draw a large tree and a meadow. Ask the students to suggest activities they enjoy doing outdoors, such as playing on the
<i>Core Ideas:</i> People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment. • 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). • 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health 	

	conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	<p>swings, hiking, picnicking, or exploring in the woods. Write these activities around the tree and meadow. Show the students how ticks can hide in tall grass, leaves, and shrubs. Explain that ticks like to attach themselves to people and animals. Discuss how ticks are often found in wooded areas and grassy fields. Give each student a small plastic bag and a piece of yarn. Ask them to pretend that the yarn represents a tick. Instruct the students to attach the "tick" (yarn) to their clothing, shoes, or backpacks in a way that mimics how a tick might attach itself. Encourage them to be creative in finding different places to attach their "ticks."</p> <p><u>Interdisciplinary Connections:</u> LA</p> <p><u>NJ Student Learning Standards #:</u> 2.3.2.HCDM.1 2.3.2.HCDM.2 32.3.2.HCDM.</p>
Comprehensive Health and Physical Education Practices		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ 	

Responsible Decision-Making	<ul style="list-style-type: none"> • Demonstrate an awareness of the expectations for social interactions in a variety of settings • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ■ Teacher Observation ■ Do Now ■ Homework ■ Class Participation ■ Portfolio ■ Discussions ■ Written Assessments ■ Quiz ■ Journal writing 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ■ Quiz ■ Exam <u>Summative Assessments:</u> <ul style="list-style-type: none"> ■ Pre-Test ■ Written test ■ Role Playing ■ Rubric ■ Teacher observation ■ Written Assessments 	
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

<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> ● Laptop ● Chromebook ● SmartBoard ● Internet Access ● Projector <p>Other:</p> <ul style="list-style-type: none"> ● 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></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</p>
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential</p>	<p>Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.</p>	<p>Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>

	seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance		
	<i>Core Ideas:</i>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	
	<i>Performance Expectation/s:</i>	9.1.5.RMI.1: Identify risks that individuals and households face.	
	Career Readiness, Life Literacies, & Key Skills Practices		
	Act as a responsible and contributing community members and employee.		

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>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
4	Medicine and Drugs/Smoking and Vaping	150 Minutes/Wk
Personal and Mental Health (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:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Safety (2.3) Disciplinary Concept: Alcohol, Tobacco and Other Drugs		<u>Essential Question/s:</u> What are the rules to follow for safe use of medicine? What is a drug and what is the difference between good and bad drugs? What does cigarette smoking do to your body? Is it good or bad for you? <u>Activity Description:</u> Identify what is and is not a medicine. Practice, through role-play, routines to keep you safe when you are sick, including checking to see that you are taking the right medicine. Predict what would happen if you took medicine not meant for you Discuss with the class situations where medicine and drugs are involved. Provide scenarios/situations and have the students respond to accordingly. Make a poster to help someone to stop smoking/vaping. If you don't know anyone who smokes, make a poster to explain why someone should never start smoking.
<i>Core Ideas:</i> The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	<i>Performance Expectation:</i> <ul style="list-style-type: none"> • 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. • 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. • 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety. 	
Comprehensive Health and Physical Education Practices		
Acting as a responsible and contributing member of society		<u>Interdisciplinary Connections:</u> ELA

<p>Communicating clearly and effectively</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p>		<p>SS TECH</p> <p><u>NJ Student Learning Standards #:</u> 2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
<p>Social Awareness</p>	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others 	

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ▣ Teacher Observation ▣ Do Now ▣ Homework ▣ Class Participation ▣ Portfolio ▣ Discussions ▣ Written Assessments ▣ Quiz ▣ Journal writing 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ▣ Quiz ▣ Exam <p>Summative Assessments:</p> <ul style="list-style-type: none"> ▣ Pre-Test ▣ Written test ▣ Role Playing ▣ Rubric ▣ Teacher observation ▣ Written Assessments
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**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
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Supplemental Resources

- Technology:**
- Laptop
 - Chromebook
 - SmartBoard/TV
 - Internet Access
 - Projector

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
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</p>	<p>Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.</p>	<p>Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>

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	Core Ideas:	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	Performance Expectation/s:	9.1.5.RMI.1: Identify risks that individuals and households face.
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