

NJDOE MODEL CURRICULUM

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| CONTENT AREA: Physical Education | GRADE: 3-5 | UNIT #: 1 | UNIT NAME: Movement Education/ Rhythm |
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| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING NJCCCS |
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| 1 | Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities. 3 | (2.5.4.A.1,2.5.4.A.3) |
| 2 | Perform essential elements of movement in a rhythmic activity. 3 | (2.5.4.A.1,2.5.4.A.3,2.6.4.A.2) |
| 3 | Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings. 3 | (2.5.4.A.2) |
| 4 | Explain how executing essential elements of movement may affect one's personal health and fitness. 4 | (2.5.4.A.1,2.5.4.A.3,2.6.4.A.2) |
| 5 | Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. 4 | (2.5.4.A.4) |
| 6 | Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance. 4 | (2.5.6.A.1,2.5.4.A.1) |
| 7 | Explain and engage in a games, activities,, or dance from a variety of different cultures and historical periods. (i.e. cricket, salsa, line dance) 5 | (2.5.6.C.3) |
| 8 | Create and demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns. 5 | (2.5.6.A.1) |
| 9 | Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity. 5 | (2.5.6.A.1,2.5.6.A.2) |

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| 2.5- Motor Skill Development | |
| A. movement Skills and Concepts | 4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. |
| | 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| | 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. |
| | 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| | 4 Ongoing feedback impacts improvement and effectiveness of movement actions. |
| | 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance. |
| | 6 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. |
| 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). | 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. |
| | 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. |
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| 2.6- Fitness | |

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A. Fitness and
Physical
Activity

4 Each component of fitness contributes to personal health as well as motor skill performance.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.