

NJDOE MODEL CURRICULUM

CONTENT AREA: Physical Education	GRADE: 6-8	UNIT #: II	UNIT NAME: Movement Education/Rhythm
---	-------------------	-------------------	---

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance) 6	(2.5.6.A.1)
2	Compare and contrast how various movements skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility). 6	(2.5.6.A.2)
3	Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution. 6	(2.5.6.A.4, 2.5.6.A.1)
4	Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e games, sports and dance). 7	(2.5.8.A.1, 2.5.8.A.2)
5	Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance). 7	(2.5.8.A.2, 2.5.8.A.3)
6	Demonstrate a planned movement sequence that incorporates feedback from teachers and peers. 8	(2.5.8.A.3,2.5.8.A.4)
7	Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance. 8	(2.5.8.C.3)

NJDOE MODEL CURRICULUM

CONTENT AREA: Physical Education

GRADE: 6-8

UNIT #: II

UNIT NAME: Movement Education/Rhythm

Code #	NJCCCS
2.5- Motor Skill Development	
A. Movement Skills and Concepts	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.
	6 Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
	8 Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
	2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	
2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).	
2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.	
2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.	