

Model Curriculum

Grade 6-8 Units

Grades 6-8 Unit Overview

Physical Education Overview for the Model Curriculum Units

The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Unit I Wellness

Unit II Movement Education/ Rhythm

Unit III Cooperative Games

Unit IV Individual Activities

Unit V Team Activities

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Unit 1: Wellness

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4*	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	
2.1.8.A Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1*	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.B Eating patterns are influenced by a variety of factors.	2.1.8.B.2*	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.4*	Apply personal health data and information to support achievement of one's short- and long-term health goals.
2.2.8.B Every health-related decision has	2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals

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short- and long-term consequences and affects the ability to reach health goals.		g different life stag
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Unit 2: Movement/Rhythm

2.5.6.A 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 <u>movement skills</u> 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.A Performing <u>movement skills</u> 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.
2.5.8.A 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 <u>movement skills</u> 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 <u>movement skills</u> .
2.5.8.C Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.2*	Determine to what extent various activities improve <u>skill-related fitness</u> versus <u>health-related fitness</u> .

Major Supporting Additional .

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Unit 3: Cooperative Activities

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1*	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2*	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1*	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2*	Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3*	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1*	Use effective decision-making strategies. ¹
2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.2*	Justify when individual or collaborative decision-making is appropriate. ¹
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.4*	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Major Supporting Additional .

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Unit 4: Individual Activities

2.5.8.A Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.2 *	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1*	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2*	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1*	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 *	Assess the effectiveness of specific mental strategies applied to improve performance.
	2.5.8.B.3*	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1*	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
	2.5.6.C.2*	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.8.C Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules,	2.5.8.C.1*	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

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etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.2*	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.4 *	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Major Supporting Additional .

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Unit 5: Team Activities

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1 *	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2 *	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1*	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 *	Assess the effectiveness of specific mental strategies applied to improve performance.
	2.5.8.B.3*	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1 *	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
	2.5.6.C.2 *	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3*	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
2.5.8.C Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1*	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 *	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level,	2.6.8.A.4 *	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

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performance, and health status.

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CONTENT AREA: Physical Education

GRADE: 6-8

UNIT #: 1

UNIT NAME: Wellness

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify the personal, social, and environmental factors that impact fitness and personal health. 6	(2.6.6.A.4, 2.6.6.A.5)
2	Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one’s lifetime. 7	(2.6.8.A.1, 2.2.8.B.3)
3	Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. 6	(2.6.6.A.2)
4	Using an assessment of one’s personal fitness level, develop a personal physical activity program. 6	(2.6.6.A.3)
5	Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity). 7	(2.6.8.A.4, 2.1.8.B.2)
6	Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. 6	(2.6.6.A.6)
7	Determine how advances in technology may be used to improve personal fitness using the primary principles of training (FITT). 7	(2.6.8.A.3, 2.6.8.A.5)
8	Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles. 8	(2.6.8.A.2, 2.6.8.A.4 2.6.8.A.5)
9	Determine and evaluate the short and long term effects, including the consequences, of the use and abuse of anabolic steroids and other performance enhancing drugs. (i.e. physical, behavioral, legal, and ethical) 8	(2.6.6.A.7, 2.6.8.A.6)

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CONTENT AREA: Physical Education

GRADE: 6-8

UNIT #: 1

UNIT NAME: Wellness

Code #	NJCCCS
2.6- Fitness	
A. Fitness and Physical Activity	<p>6 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>
	<p>8 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.</p> <p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>

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GRADE: 6-8

UNIT #: 1

UNIT NAME: Wellness

2.1- Wellness	
A. Personal Growth and Development	<p>8 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.</p>
B. Nutrition	<p>8 Eating patterns are influenced by a variety of factors.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p>
2.2- Integrated Skills	
B. Decision Making and Goal Setting	<p>6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.</p> <p>8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>

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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)

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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	<p>6 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>8 Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>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).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>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).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</p>

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CONTENT AREA: Physical Education

GRADE: 6-8

UNIT #: III

UNIT NAME: Cooperative Games

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities. 6	(2.5.6.B.1, 2.2.6.B.1)
2	Compare and contrast different types of verbal and nonverbal communication that are appropriate when responding to conflict and peer negotiation in cooperative activities. 7	(2.2.8.A.2, 2.2.6.A.1)
3	Compare and contrast the benefits of individual versus collaborative decision making skills in a variety cooperative activities and sports. 8	(2.5.8.B.3, 2.2.6.B.1, 2.2.8.B.2)
4	Describe and implement cooperative strategies in a variety of activities and sports. 6	(2.5.6.B. 7, 2.2.6.B.1)
5	Compare and contrast the effectiveness of cooperative strategies in a variety of settings (game, sport, dance). 7	(2.5.8.B.1)
6	Analyze and assess personal behavior skills including communication, respect of others ideas, decision making, attention to safety, during cooperative activities. 8	(2.5.6.C.1, 2.5.8.C.2, 2.2.8.B.2)
7	Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities. 6	(2.5.6.B.1, 2.5.6.B.2)
8	Evaluate feedback received from self and external sources to improve motor performance during cooperative activities. 7	(2.5.6.A.4, 2.5.8.B.2)
9	Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and making recommendations for improvement. 8	(2.5.8.B.2, 2.5.8.B.3)
10	Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve group performance. 8	(2.5.8.B.2, 2.2.8.B.2)

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CONTENT AREA: Physical Education

GRADE: 6-8

UNIT #: III

UNIT NAME: Cooperative Games

Code #	NJCCCS
2.5- Motor Skill Development	
B. Strategy	6 There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
	8 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.2- Integrated Skills	
B. Decision Making and Goal Setting	6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.6.B.1 Use effective decision-making strategies.
	8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

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CONTENT AREA: Physical Education

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UNIT #: III

UNIT NAME: Cooperative Games

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CONTENT AREA: Physical Education

GRADE:6-8

UNIT #: IV

UNIT NAME: Individual Activities

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify individual tactical strategies that will impact the quality of performance in individual and dual activities. 6	(2.5.6.B.1, 2.5.6.B.2)
2	Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies. 7	(2.5.8.B.2)
3	Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities. 8	(2.5.8.B.1)
4	Identify and demonstrate the use of various shots / skills used during practice / game play. 6	(2.5.6.B.2, 2.5.6.A.4)
5	Provide fair and honest skill specific feedback to a partner which will be integrated into game play. (tennis, pickle ball, badminton) 7	(2.5.8.A.2)
6	Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play. 8	(2.5.8.B.2, 2.5.8.B.3)
7	Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. 6	(2.5.6.C.1, 2.5.6.C.2)
8	Compare and contrast the different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities. 7	(2.5.8.C.1)
9	Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities. 8	(2.5.8.C.2)
10	Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity) 6	(2.6.6.A.4)
11	Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successful and efficiently in individual / dual activities. 8	(2.6.8.A.4)

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CONTENT AREA: Physical Education

GRADE:6-8

UNIT #: IV

UNIT NAME: Individual Activities

Code #	NJCCCS
2.5-	
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
	8 Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
	2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
B. Strategy	6 There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
	8 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.	
2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	

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CONTENT AREA: Physical Education

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UNIT #: IV

UNIT NAME: Individual Activities

<p>C. Sportsmanship, Rules, Safety</p>	<p>6 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>
	<p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p>
	<p>8 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>
	<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p>
<p>2.6-Fitness</p>	
<p>A. Fitness and Physical Activity</p>	<p>8 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.</p>
	<p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p>

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CONTENT AREA: Physical Education

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UNIT #: V

UNIT NAME: Team Activities

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.). 6	(2.5.6.B.1, 2.5.6.B.2)
2	Analyze individual play, defined by role responsibility, in team activities and games. 7	(2.5.8.B.2)
3	Analyze and explain the effectiveness of specific defensive strategies implemented against various offensive tactics. 8	(2.5.8.B.1, 2.5.8.B.3)
4	Compare and contrast strategies that are used to improve individual effectiveness during team games and activities. 6	(2.5.6.B.2)
5	Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance. 7	(2.5.8.B.2)
6	Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games. 8	(2.5.8.B.3)
7	Demonstrate rules and procedures that promote sportsman like behaviors during team activities and games that promote participation and safety. 6	(2.5.6.C.1, 2.5.6.C.2)
8	Identify and conduct a self and peer / team assessment of appropriate sportsmanship behaviors of participants and observers during team activities and games. 8	(2.5.8.C.1)
9	Implement the strategies drawn from the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors. 8	(2.5.8.C.2)
10	Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports. 6	(2.5.6.C.3)
11	Demonstrate strategies that will work to improve the effectiveness and safety of all participants during team activities and sports. 7	(2.6.8.A.4, 2.5.8.B.2)
12	Analyze how various types of equipment and products, and changes to rules and procedures have	(2.5.6.C.2, 2.5.8.C.2)

Model Curriculum

Grade 6-8 Units

NJDOE MODEL CURRICULUM

CONTENT AREA: Physical Education

GRADE: 6-8

UNIT #: V

UNIT NAME: Team Activities

had an impact on the evolution of safety in specific team activities and sports. 8

Code #	NJCCCS
2.5- Motor Skill Development	
B. Strategy	6 There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
	8 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
C. Sportsmanship, Rules, Safety	6 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
	2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they

Model Curriculum Grade 6-8 Units

NJDOE MODEL CURRICULUM

CONTENT AREA: Physical Education	GRADE: 6-8	UNIT #: V	UNIT NAME: Team Activities
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	enhance participation and safety.
	6 There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.
	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
	8 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.6- Fitness	
A. Fitness and Physical Activity	8 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.