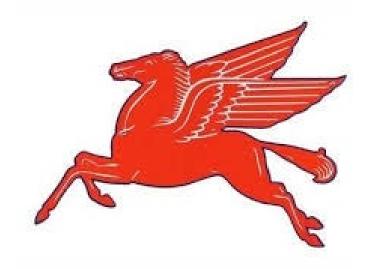
# Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



**PE12** 

#### **UPDATED 2022**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

## Marking Period 1: Physical Education IV Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness

NJSLS - HPE	Critical Knowledge and Skills		
2.2.12.MSC.1	Concept(s)/Core Idea:		
2.2.12.MSC.2	The students will compare these basic skills to similar basic skills in all activities. The		
2.2.12.MSC.3	students will determine simple skills can translate into a basic offense. The students will		
2.2.12.MSC.4	also explore defensive strategies (do you defend an area (zone defense) or a player (person-		
2.2.12.PF.1	to-person). The students will observe that if they work together to meet their goal (score or		
2.2.12.PF.2	keep from scoring) their cooperation and good sportsmanship will bring success. The		
2.2.12. <b>PF</b> .3	students will analyze intrinsic and extrinsic behaviors that impact their performance and		
2.2.12.PF.4	team effectiveness. This unit will enable students to have knowledge and skills to interact		
2.2.12. <b>PF</b> .5	physically, socially and if they choose competitively throughout their lifetime.		
2.2.12.LF.1			
2.2.12.LF.2	Students are able to (performance	Learning Goal(s)/Activity:	
2.2.12.LF.3	expectations):		
2.2.12.LF.4	Character can be developed and	This unit may include the following	
2.2.12.LF.5	supported through individual and	activities:	
2.2.12.LF.6	group activities		
2.2.12.LF.7		Physical Fitness	
2.2.12.LF.8	• Implementing effective offensive,	Flag Football	
	defensive and cooperative strategies is	Frisbee Football	
	necessary for all players to	Ultimate Football	
MODIFICATIONS:	be successful in game situations. Football		
Advanced Learner:		Tennis	
provide learning centers where students are in charge of	• In order for all participants and	Lacrosse	
their learning	spectators to experience the	Soccer	
	maximum benefit from games and	Field Hockey	
Students with Disabilities:	sports, everyone must demonstrate	Team Games	
	knowledge and commitment to		

<ul> <li>preferential seating.</li> <li>extended time on tests and assignments.</li> <li>reduced homework or classwork.</li> <li>verbal, visual, or technology aids.</li> <li>modified textbooks or audio-video materials.</li> <li>behavior management support.</li> <li>adjusted class schedules or grading.</li> <li>verbal testing</li> <li>English Language Learners:</li> <li>modeling and using gestures to aid in understanding.</li> <li>simplify instructions</li> </ul>	<ul> <li>sportsmanship, rules and safety guidelines.</li> <li>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities</li> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul>	
	Formative/Summative Assessments FORMATIVE:	Primary & Supplementary Resources Gym, fields, track, courts, cones, balls,
	Written test, physical fitness log <i>SUMMATTVE:</i> Participation and observation, discussion, class preparation.	racquets, bats, sticks, nets, goals, nets, televisions, Wii's, pedometers, sports packets, weight room, and wrestling room.

## Marking Period 2: Physical Education IV Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness

NJSLS - HPE	Critical Knowledge and Skills		
2.2.12.MSC.1	Concept(s)/Core Idea:		
2.2.12.MSC.2	In this unit the students will review basic skills and cognitive concepts that will enable them		
2.2.12.MSC.3	to participate in an individual and team activity. The students will compare these basic skills		
2.2.12.MSC.4	to similar basic skills in all activities. The studen	ts will determine simple skills can	
2.2.12.PF.1	translate into a basic offense. The students will a	lso explore defensive strategies (do you	
2.2.12.PF.2	defend an area (zone defense) or a player (perso	on-to-person). The students will observe that	
2.2.12.PF.3	if they work together to meet their goal (score of	r keep from scoring) their cooperation and	
2.2.12.PF.4	good sportsmanship will bring success. The stud	lents will analyze intrinsic and extrinsic	
2.2.12.PF.5	behaviors that impact their performance and tea	m effectiveness. This unit will enable	
2.2.12.LF.1	students to have knowledge and skills to interact physically, socially and if they choose		
2.2.12.LF.2	competitively throughout their lifetime. The students will recognize and perform various		
2.2.12.LF.3	dance themes such as salsa, hip hop and ballroom that are frequently done at social		
2.2.12.LF.4	gatherings. They will also observe and practice new dances identifying patterns and showing		
2.2.12.LF.5	rhythm that includes variations in timing, space and flow.		
2.2.12.LF.6	Students are able to (performance activity):	Learning Goal(s)/Activity:	
2.2.12.LF.7	Character can be developed and	This unit may include the following	
2.2.12.LF.8	supported through individual and	activities:	
	group activities		
MODIFICATIONS:		Physical Fitness	
Advanced Learner: provide learning centers where	• Implementing effective offensive,	Dance	
students are in charge of their learning	defensive and cooperative strategies is	Bowling	
	necessary for all players to	Volleyball	
Students with Disabilities:	be successful in game situations. Basketball		
preferential seating. extended time on tests and assignments.		Badminton	
reduced homework or classwork.	In order for all participants and     Floor Hockey		
verbal, visual, or technology aids.	spectators to experience the	Team Games	
modified textbooks or audio-video materials.	maximum benefit from games and		
behavior management support.	sports, everyone must demonstrate		

adjusted class schedules or grading. verbal testing English Language Learners: modeling and using gestures to aid in understanding. simplify instructions	<ul> <li>knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities</li> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul>	
	Formative/Summative Assessments	Primary & Supplementary Resources
	FORMATIVE:         Written test, physical fitness log         SUMMATIVE:         Participation and observation, discussion, class         preparation.	Gym, fields, track, courts, cones, balls, racquets, bats, sticks, nets, goals, nets, televisions, Wii's, pedometers, sports packets, weight room, and wrestling room.

#### Marking Period 3: Physical Education IV Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness

NJSLS - HPE 2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8

#### **MODIFICATIONS:**

Advanced Learner: provide learning centers where students are in charge of their learning

Students with Disabilities: preferential seating. extended time on tests and assignments. reduced homework or classwork. verbal, visual, or technology aids. modified textbooks or audio-video materials. behavior management support.

Critical Knowledge and Skills		
Concept(s)/Core Idea:		
In this unit the students will review basic skills and cognitive concepts that will enable them		
to participate in an individual and team activity. The students will compare these basic skills		
to similar basic skills in all activities. The students will determine simple skills can		
translate into a basic offense. The students will also explore defensive strategies (do you		
defend an area (zone defense) or a player (person-to-person). The students will observe that		
if they work together to meet their goal (score or keep from scoring) their cooperation and		
good sportsmanship will bring success. The students will analyze intrinsic and extrinsic		
behaviors that impact their performance and team effectiveness. This unit will enable		
students to have knowledge and skills to interact physically, socially and if they choose		
competitively throughout their lifetime. The students will recognize and perform various		
dance themes such as salsa, hip hop and ballroom that are frequently done at social		
gatherings. They will also observe and practice new dances identifying patterns and showing		
rhythm that includes variations in timing, space and flow.		

	nts are able to (performance tations):	Learning Goal(s)/Activity:
•	Character can be developed and supported through individual and group activities	This unit may include the following activities: Physical Fitness
•	Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.	Dance Bowling Volleyball Basketball Badminton
•	In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to	Weight Lifting Pickle Ball Floor Hockey Team Games

adjusted class schedules or grading. verbal testing English Language Learners: modeling and using gestures to aid in understanding. simplify instructions	<ul> <li>sportsmanship, rules and safety guidelines.</li> <li>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities</li> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul>	
	Formative/Summative Assessments         FORMATIVE:         Written test, physical fitness log         SUMMATIVE:         Participation and observation, discussion, class         preparation.	Primary & Supplementary Resources Gym, fields, track, courts, cones, balls, racquets, bats, sticks, nets, goals, nets, televisions, Wii's, pedometers, sports packets, weight room, and wrestling room.

## Marking Period 4: Physical Education IV Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness

NJSLS - HPE	Critical Knowledge and Skills		
2.2.12.MSC.1	Concept(s)/Core Idea:		
2.2.12.MSC.2	In this unit the students will review basic skills and cognitive concepts that will enable them		
2.2.12.MSC.3	to participate in an individual and team activity. The students will compare these basic skills		
2.2.12.MSC.4	to similar basic skills in all activities. The students will determine simple skills can		
2.2.12.PF.1	translate into a basic offense. The students will also explore defensive strategies (do you		
2.2.12.PF.2	defend an area (zone defense) or a player (person-to-person). The students will observe that		
2.2.12.PF.3	if they work together to meet their goal (score or keep from scoring) their cooperation and		
2.2.12.PF.4	good sportsmanship will bring success. The students will analyze intrinsic and extrinsic		
2.2.12.PF.5	behaviors that impact their performance and team effectiveness. This unit will enable		
2.2.12.LF.1	students to have knowledge and skills to interact physically, socially and if they choose		
2.2.12.LF.2	competitively throughout their lifetime.		
2.2.12.LF.3	Students are able to (performance	Learning Goal(s)/Activity:	
2.2.12.LF.4	expectation):		
2.2.12.LF.5	Character can be developed and	This unit may include the following	
2.2.12.LF.6	supported through individual and	activities:	
2.2.12.LF.7	group activities		
2.2.12.LF.8		Physical Fitness	
	• Implementing effective offensive,	Baseball	
	defensive and cooperative strategies is Softball		
MODIFICATIONS:	necessary for all players to Lacrosse		
Advanced Learner: provide learning centers where	be successful in game situations.	Flag Football	
students are in charge of their learning		Tennis	
	In order for all participants and     Soccer		
Students with Disabilities:	spectators to experience the	Golf	
preferential seating. extended time on tests and assignments.	maximum benefit from games and Recreational Games		
reduced homework or classwork.	sports, everyone must demonstrate	Team Games	
verbal, visual, or technology aids.	knowledge and commitment to		

<ul> <li>modified textbooks or audio-video materials.</li> <li>behavior management support.</li> <li>adjusted class schedules or grading.</li> <li>verbal testing</li> <li>English Language Learners:</li> <li>modeling and using gestures to aid in understanding.</li> <li>simplify instructions</li> </ul>	<ul> <li>sportsmanship, rules and safety guidelines.</li> <li>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities</li> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul>	
	Formative/Summative Assessments	Primary & Supplementary Resources
	<ul> <li>FORMATTVE:</li> <li>Written test, physical fitness log</li> <li>SUMMATTVE:</li> <li>Participation and observation, discussion, class preparation.</li> </ul>	Gym, fields, track, courts, cones, balls, racquets, bats, sticks, nets, goals, nets, televisions, Wii's, pedometers, sports packets, weight room, and wrestling room.