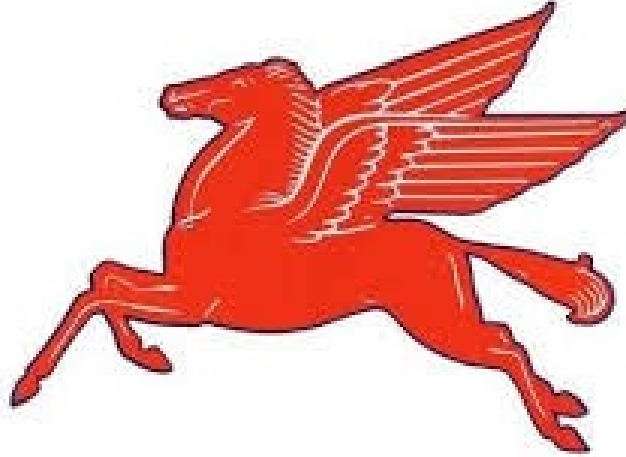


PAULSBORO PUBLIC SCHOOLS



PE 11

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 III
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	Critical Knowledge and Skills	
	Concept(s)/Core Idea: 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.	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:

<p>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</p> <p>MODIFICATIONS: Advanced Learner: provide learning centers where students are in charge of their learning</p> <p>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. adjusted class schedules or grading. verbal testing</p> <p>English Language Learners: modeling and using gestures to aid in understanding. simplify instructions</p>	<ul style="list-style-type: none"> • Character can be developed and supported through individual and group activities • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. • 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 • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Sport psychology techniques prepare athletes to compete at the optimum level. 	<p>This unit may include the following activities:</p> <p>Physical Fitness Flag Football Frisbee Football Ultimate Football Tennis Football Lacrosse</p> <p>Soccer Field Hockey Team Games</p>
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>

	<p>FORMATIVE: Written test, physical fitness log</p> <p>SUMMATIVE: Participation and observation, discussion, class preparation.</p>	<p>Gym, fields, track, courts, cones, balls, racquets, bats, sticks, nets, goals, nets, televisions, Wii's, pedometers, sports packets, weight room, and wrestling room.</p>
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Marking Period 2: Physical Education III
Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness

NJSLS - HPE	Critical Knowledge and Skills
<p>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</p>	<p>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</p>

<p>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</p> <p>MODIFICATIONS: Advanced Learner: provide learning centers where students are in charge of their learning</p> <p>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. adjusted class schedules or grading. verbal testing</p> <p>English Language Learners: modeling and using gestures to aid in understanding. simplify instructions</p>	<p>gatherings. They will also observe and practice new dances identifying patterns and showing rhythm that includes variations in timing, space and flow.</p> <p>Students are able to (performance activity):</p> <ul style="list-style-type: none"> • Character can be developed and supported through individual and group activities • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. • 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 • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<p>Learning Goal(s)/Activity:</p> <p>This unit may include the following activities:</p> <p>Physical Fitness Dance Bowling Volleyball Basketball Badminton Floor Hockey Team Games</p>
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	<ul style="list-style-type: none"> Sport psychology techniques prepare athletes to compete at the optimum level. 	
	Formative/Summative Assessments <i>FORMATIVE:</i> Written test, physical fitness log <i>SUMMATIVE:</i> 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 3: Physical Education III
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	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

<p>2.2.12.IF.2 2.2.12.IF.3 2.2.12.IF.4 2.2.12.IF.5 2.2.12.IF.6 2.2.12.IF.7 2.2.12.IF.8</p> <p>MODIFICATIONS: Advanced Learner: provide learning centers where students are in charge of their learning</p> <p>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. adjusted class schedules or grading. verbal testing</p> <p>English Language Learners: modeling and using gestures to aid in understanding. simplify instructions</p>	<p>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.</p> <p>Students are able to (performance expectations):</p> <ul style="list-style-type: none"> • Character can be developed and supported through individual and group activities • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. • 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 • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<p>Learning Goal(s)/Activity:</p> <p>This unit may include the following activities:</p> <p>Physical Fitness Dance Bowling Volleyball Basketball Badminton Weight Lifting Pickle Ball Floor Hockey Team Games</p>
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	<ul style="list-style-type: none"> Sport psychology techniques prepare athletes to compete at the optimum level. 	
	Formative/Summative Assessments <i>FORMATIVE:</i> Written test, physical fitness log <i>SUMMATIVE:</i> 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 III
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	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

<p>2.2.12.PF.5 2.2.12.IF.1 2.2.12.IF.2 2.2.12.IF.3 2.2.12.IF.4 2.2.12.IF.5 2.2.12.IF.6 2.2.12.IF.7 2.2.12.IF.8</p> <p>MODIFICATIONS: Advanced Learner: provide learning centers where students are in charge of their learning</p> <p>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. adjusted class schedules or grading. verbal testing</p> <p>English Language Learners: modeling and using gestures to aid in understanding. simplify instructions</p>	<p>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.</p>	
	<p>Students are able to (performance expectation):</p>	<p>Learning Goal(s)/Activity:</p>
	<ul style="list-style-type: none"> • Character can be developed and supported through individual and group activities • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. • 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 • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<p>This unit may include the following activities:</p> <p>Physical Fitness Baseball Softball Lacrosse Flag Football Tennis Soccer Golf Recreational Games Team Games</p>

	<ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. 	
	<p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Written test, physical fitness log</p> <p><i>SUMMATIVE:</i> Participation and observation, discussion, class preparation.</p>	<p>Primary & Supplementary Resources</p> <p>Gym, fields, track, courts, cones, balls, racquets, bats, sticks, nets, goals, nets, televisions, Wii's, pedometers, sports packets, weight room, and wrestling room.</p>