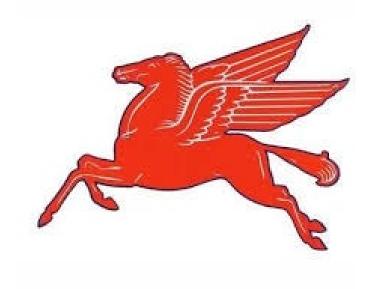
## PAULSBORO PUBLIC SCHOOLS



## **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	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.PF.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.PF.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):		

<ul> <li>2.2.12.LF.4</li> <li>2.2.12.LF.5</li> <li>2.2.12.LF.7</li> <li>2.2.12.LF.7</li> <li>2.2.12.LF.8</li> <li>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. adjusted class schedules or grading. verbal testing English Language Learners: modeling and using gestures to aid in understanding. simplify instructions</li></ul>	<ul> <li>Character can be developed and supported through individual and group activities</li> <li>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>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.</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>	This unit may include the following activities: Physical Fitness Flag Football Frisbee Football Ultimate Football Lacrosse Soccer Field Hockey Team Games
	Formative/Summative Assessments	Primary & Supplementary Resources

FORMATIVE:	Gym, fields, track, courts, cones, balls,	
Written test, physical fitness log	racquets, bats, sticks, nets, goals, nets, televisions, Wii's, pedometers, sports	
SUMMATIVE:	packets, weight room, and wrestling room.	
Participation and observation, discussion, class		
preparation.		
Marking Period 2: Physical Education III		
Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness		
	lge and Skills	
In this unit the students will review basic skills and cognitive concepts that will enable them		
if they work together to meet their goal (score or keep from scoring) their cooperation and		
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dance themes such as salsa, hip hop and ballroom that are frequently done at social		
	Written test, physical fitness log <b>SUMMATIVE:</b> Participation and observation, discussion, class preparation. <b>ng Period 2: Physical Education III</b> <b>t Skills and Concepts, Physical Fit</b> <b>Critical Knowled</b> <b>Critical Knowled</b> <b>In this unit the students will review basic skills a</b> to participate in an individual and team activity. to similar basic skills in all activities. The student translate into a basic offense. The students will a defend an area (zone defense) or a player (persor if they work together to meet their goal (score o good sportsmanship will bring success. The student teat students to have knowledge and skills to interact competitively throughout their lifetime. The students to students to have knowledge and skills to interact competitively throughout their lifetime. The students the students to have knowledge and skills to interact competitively throughout their lifetime. The students the students to have knowledge and skills to interact competitively throughout their lifetime. The students the students to have knowledge and skills to interact competitively throughout their lifetime. The students the students to have knowledge and skills to interact competitively throughout their lifetime. The students the students to have knowledge and skills to interact competitively throughout their lifetime. The students the students to have knowledge and skills to interact competitively throughout their lifetime. The students the students to have knowledge and skills to interact the students	

2.2.12.LF.4	gatherings. They will also observe and practice 1	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 group activities	activities:
<ul> <li>MODIFICATIONS:</li> <li>Advanced Learner: provide learning centers where students are in charge of their learning</li> <li>Students with Disabilities: 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>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>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.</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> </ul>	Physical Fitness Dance Bowling Volleyball Basketball Badminton Floor Hockey Team Games

	Sport psychology techniques prepare athletes to compete at the optimum level.	
	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.
	ng Period 3: Physical Education III t Skills and Concepts, Physical Fitt	
	Critical Kr critical	les en d Chills
2.2.12.MSC.2		nd cognitive concepts that will enable them
2.2.12.MSC.3	to participate in an individual and team activity.	<u> </u>
2.2.12.MSC.4	to similar basic skills in all activities. The studen	*
2.2.12.PF.1	translate into a basic offense. The students will a	
2.2.12.PF.2		<u> </u>
2.2.12.PF.3		
	· ·	
Focus Standard: Movemen SLS - HPE .12.MSC.1 .12.MSC.2 .12.MSC.3 .12.MSC.4 .12.PF.1 .12.PF.2	Participation and observation, discussion, class preparation. <b>bg Period 3: Physical Education III</b> <b>t Skills and Concepts, Physical Fitt</b> <b>Critical Knowled</b> <b>Concept(s)/Core Idea:</b> In this unit the students will review basic skills and to participate in an individual and team activity.' to similar basic skills in all activities. The studen	packets, weight room, and wrestling room. hess, Lifelong Fitness lge and Skills and cognitive concepts that will enable them The students will compare these basic skills ts will determine simple skills can lso explore defensive strategies (do you on-to-person). The students will observe that t keep from scoring) their cooperation and lents will analyze intrinsic and extrinsic m effectiveness. This unit will enable

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	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.Students are able to (performanceLearning Goal(s)/Activity:	
2.2.12.LF.0 2.2.12.LF.7	*	Learning Goal(s)/Activity:
2.2.12.LF.7 2.2.12.LF.8	<ul> <li>expectations):</li> <li>Character can be developed and supported through individual and</li> </ul>	This unit may include the following activities:
MODIFICATIONS:	group activities	
Advanced Learner: provide learning centers where students are in charge of their learning	• Implementing effective offensive,	Physical Fitness Dance
Students with Disabilities: preferential seating. extended time on tests and assignments.	defensive and cooperative strategies is necessary for all players to be successful in game situations.	Bowling Volleyball Basketball Badminton
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 English Language Learners:	• 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	Weight Lifting Pickle Ball Floor Hockey Team Games
modeling and using gestures to aid in understanding. simplify instructions	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.	
	Formative/Summative Assessments	Primary & Supplementary Resources
	<b>FORMATIVE:</b> Written test, physical fitness log <b>SUMMATIVE:</b> 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.
	ng Period 4: Physical Education II	
Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness		
NJSLS - HPE	Critical Knowled	lge 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 as	<u> </u>
2.2.12.MSC.3 2.2.12.MSC.4	to participate in an individual and team activity.	
2.2.12.MSC.4 2.2.12.PF.1	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	
2.2.12.17.1 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 tea	am effectiveness. This unit will enable
2.2.12.LF.1	students to have knowledge and skills to interac	
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
<b>MODIFICATIONS:</b> Advanced Learner: provide learning centers where students are in charge of their learning	• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.	Baseball Softball Lacrosse Flag Football Tennis
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	• 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.	Soccer Golf Recreational Games Team Games
English Language Learners: modeling and using gestures to aid in understanding. simplify instructions	• 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.	
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.