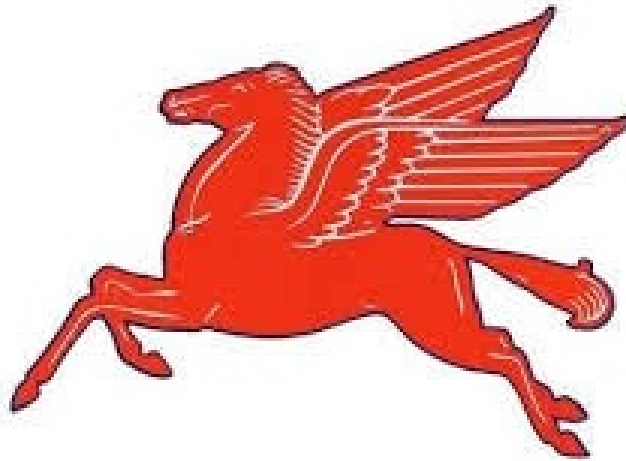


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**PE 9**

**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

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# Paulsboro Public Schools

*Superintendent, Dr. Roy Dawson, III*

## *Board of Education*

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Mr. Markee Robinson

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Mrs. Irma R. Stevenson

\*Greenwich Township board of Education Representative

## *District Administration*

Mrs. Christine Lindenmuth, Director of Curriculum, Instruction & Assessment

Mrs. Anisah Coppin,, Business Administrator/Board Secretary

Mrs. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.

## GRADE PACING CHART

TOPIC	# OF DAYS	DATES (approx.)	COMMENTS
Marking Period 1			
1-Physical Fitness	5	9/6 – 9/13	Focus on muscular strength, endurance, cardiovascular and flexibility
2-Football	6	9/14-9/22	Focus on motor skills and techniques
3-Soccer	6	9/23-9/30	Focus on motor skills and techniques
4-Field Hockey	6	10/03-10/11	Focus on motor skills and techniques
5-Tennis	6	10/12-10/19	Focus on motor skills and techniques
6-Frisbee	6	10/20-10/28	Focus on motor skills and techniques
7-Lacrosse	6	10/31-11/09	Focus on motor skills and techniques
8- Team Games	6	11/07-11/09	Focus on motor skills and techniques
Marking Period 2			
1-Physical Fitness	5	11/14-11/22	Focus on muscular strength, endurance, cardiovascular and flexibility
2-Basketball	6	11/23-11/30	Focus on motor skills and techniques
3-Bowling	6	12/01-12/8	Focus on motor skills and techniques
4-Volleyball	6	12/9-12/16	Focus on motor skills and techniques
5-Dance	6	12/19-12/24	Focus on motor skills and techniques
6-Badmitton	6	01/03-01/10	Focus on motor skills and techniques
7-Floor Hockey	6	01/11-01/18	Focus on motor skills and techniques
8-Team Games	6	01/19-01/27	Focus on motor skills and techniques



**Marking Period 1: Physical Education I**  
**Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness**

<p><b>NJSLS - HPE</b>                  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</p> <p><b>MODIFICATIONS:</b>                  Advanced Learner:                  provide learning centers where students are in charge of their learning</p> <p>Students with Disabilities:</p>	<b>Critical Knowledge and Skills</b>	
	<p><b>Concept(s)/Core Idea:</b>                  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.</p>	
	<p><b>Students are able to (performance expectations):</b></p> <ul style="list-style-type: none"> <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</li> </ul>	<p><b>Learning Goal(s)/Activity:</b></p> <p>This unit may include the following activities:</p> <p>Physical Fitness                  Flag Football                  Frisbee Football                  Ultimate Football                  Football                  Tennis                  Lacrosse                  Soccer                  Field Hockey                  Team Games</p>

<p>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>sportsmanship, rules and safety guidelines.</p> <ul style="list-style-type: none"> <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>	
	<p><b>Formative/Summative Assessments</b></p> <p><i><b>FORMATIVE:</b></i>  Written test, physical fitness log</p> <p><i><b>SUMMATIVE:</b></i>  Participation and observation, discussion, class preparation.</p>	<p><b>Primary &amp; Supplementary Resources</b></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>



## Marking Period 2: Physical Education I

### Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness

<b>NJSLS - HPE</b>	<b>Critical Knowledge and Skills</b>	
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	<b>Concept(s)/Core Idea:</b> 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.	
	<b>Students are able to (performance activity):</b>	<b>Learning Goal(s)/Activity:</b>
<b>MODIFICATIONS:</b> 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.	<ul style="list-style-type: none"> <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</li> </ul>	This unit may include the following activities:  Physical Fitness Dance Bowling Volleyball Basketball Badminton Floor Hockey Team Games

<p>adjusted class schedules or grading. verbal testing</p> <p>English Language Learners: modeling and using gestures to aid in understanding. simplify instructions</p>	<p>sportsmanship, rules and safety guidelines.</p> <ul style="list-style-type: none"> <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>	
	<p><b>Formative/Summative Assessments</b></p> <p><i><b>FORMATIVE:</b></i> Written test, physical fitness log</p> <p><i><b>SUMMATIVE:</b></i> Participation and observation, discussion, class preparation.</p>	<p><b>Primary &amp; Supplementary Resources</b></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>

## Marking Period 3: Physical Education I

### Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness

<p><b>NJSLS - HPE</b></p> <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.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><b>MODIFICATIONS:</b>          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>	<b>Critical Knowledge and Skills</b>	
	<p><b>Concept(s)/Core Idea:</b>          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.</p>	
	<b>Students are able to (performance expectations):</b>	<b>Learning Goal(s)/Activity:</b>
	<ul style="list-style-type: none"> <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</li> </ul>	<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>

<p>English Language Learners: modeling and using gestures to aid in understanding. simplify instructions</p>	<p>sportsmanship, rules and safety guidelines.</p> <ul style="list-style-type: none"> <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>	
	<p><b>Formative/Summative Assessments</b></p> <p><i><b>FORMATIVE:</b></i> Written test, physical fitness log</p> <p><i><b>SUMMATIVE:</b></i> Participation and observation, discussion, class preparation.</p>	<p><b>Primary &amp; Supplementary Resources</b></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>

**Marking Period 4: Physical Education I**  
**Focus Standard: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness**

<p><b>NJSLS - HPE</b></p> <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                  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><b>MODIFICATIONS:</b>                  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.</p>	<b>Critical Knowledge and Skills</b>	
	<p><b>Concept(s)/Core Idea:</b>                  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.</p>	
	<p><b>Students are able to (performance expectation):</b></p> <ul style="list-style-type: none"> <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</li> </ul>	<p><b>Learning Goal(s)/Activity:</b></p> <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>

<p>modified textbooks or audio-video materials. behavior management support. adjusted class schedules or grading. verbal testing</p> <p><b>English Language Learners:</b> modeling and using gestures to aid in understanding. simplify instructions</p>	<p>sportsmanship, rules and safety guidelines.</p> <ul style="list-style-type: none"> <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>	
	<p><b>Formative/Summative Assessments</b></p> <p><i><b>FORMATIVE:</b></i> Written test, physical fitness log</p> <p><i><b>SUMMATIVE:</b></i> Participation and observation, discussion, class preparation.</p>	<p><b>Primary &amp; Supplementary Resources</b></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>

