

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Physical Education 9-12

Written By: 9-12 PE Staff

Under the Direction of: Donna Costa

Description: This course is designed to promote overall fitness through daily participation in physical education activities as well as foster an appreciation of the need for lifetime fitness. Development of basic skills, effective and efficient movement as well as positive behavior and sportsmanship are key elements around which curriculum is structured. Emphasis is placed on competitive and non-competitive activities including but not limited to cooperative learning and adventured based projects. Through the elective process students will have the opportunity to participate in a cross-section of activities.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*
Barbara E. Marciano: *Director of Elementary Education*
Jack McGee: *Director of Secondary Education*

Written: January, 2013
Revised: _____
BOE Approval: AUGUST, 2013

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Physical Education 9-12

I. CLASSWORK REQUIREMENTS

Students will develop an understanding of Physical Education procedures by demonstrating the following:

- Report and prepare for class instruction
- Respond positively to directions given by the teacher
- Make a sincere effort to participate in classroom activities to the best of his/her ability

II. ATTITUDE & BEHAVIOR

Students will demonstrate acceptable behavior by:

- Cooperation and courteous behavior toward each other and the teacher
- Displaying good sportsmanship
- Respect for fair play in contest with the rules of the game
- Follow directions, self-control, responsibility and manners

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT

Students will exhibit basic/advanced knowledge including but not limited to: history of units, individual/group challenges, game rules, and basic strategies.

B. SKILLS

Students will demonstrate basic motor abilities, fundamental skills of team, dual and individual sports and recreational activities and an increase in physical fitness levels.

C. APPRECIATION OF CONCEPTS

Students will appreciate the value of physical activity as a means to achieving and maintaining physical fitness and promoting worthy use of leisure time.

IV. ATTENDANCE

Regular attendance as mandated by school policy.

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

Skill testing and written knowledge testing (40% of total grade) Participation, Preparation, Absences (60% of total grade.)

MAJOR UNITS OF STUDY

Course Title: Physical Education 9-12

- I. Team Sports**
- II. Lifetime – Individual Activities**
- III. Physical Fitness and Wellness**
- IV. Developmental Games**
- V. Project Adventure**

UNIT OVERVIEW

Course Title: TEAM SPORTS

Unit #: 1

Unit Title: TEAM SPORTS

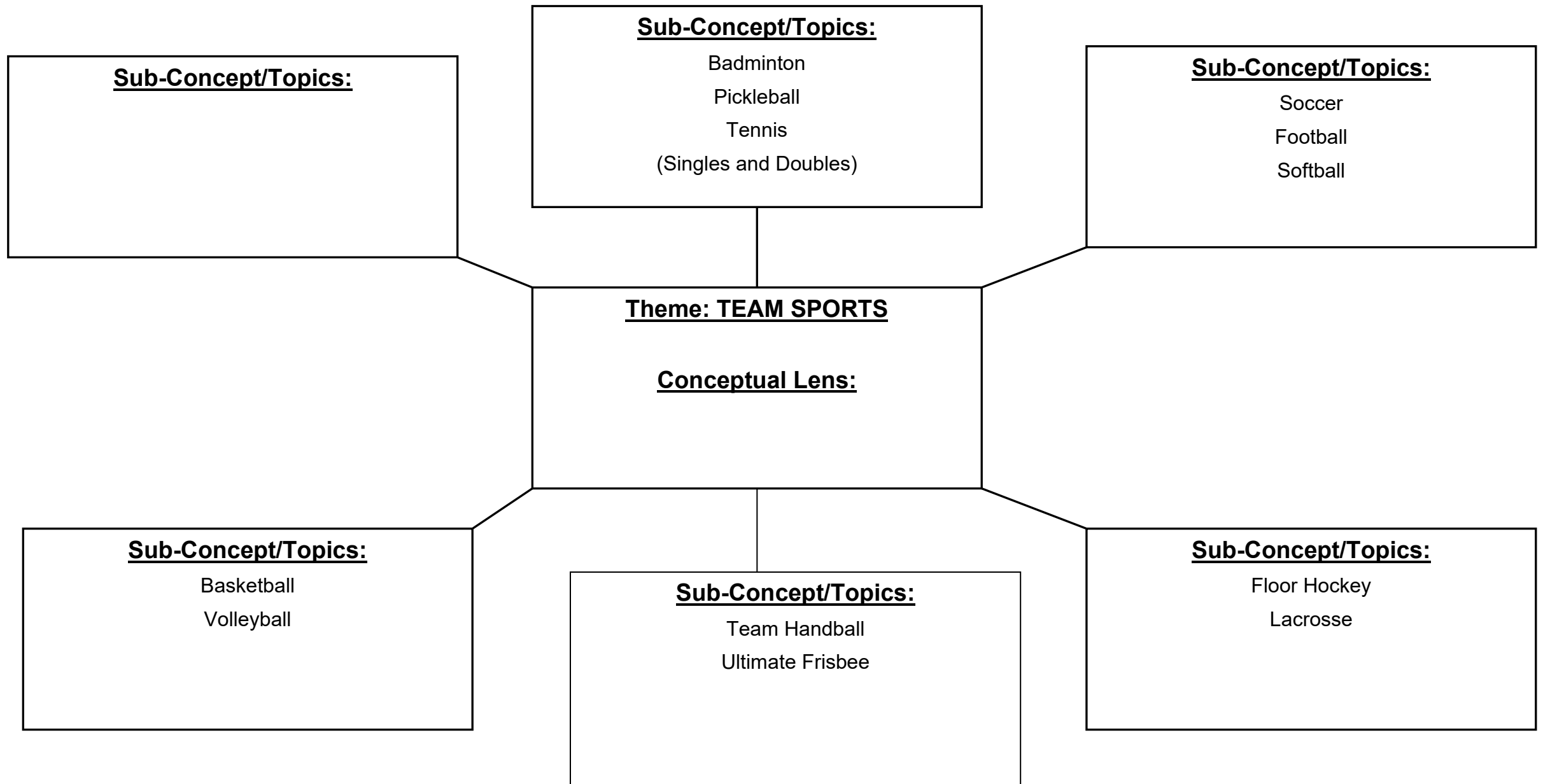
Unit Description and Objectives:

Students will understand the basic fundamentals and rules of team sports so that they can be better participants and more educated spectators in their future lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What components of fitness do team sports encompass?	1. Body awareness and coordination are necessary components of a fit individual.	1.1 How does participation in team sports benefit the individual? 1.2 What are the necessary components of a fit individual?
2. What do balance, coordination, and flexibility have to do with the concepts and performance of team sports?	2. Balance, coordination, and flexibility are key components of team sport concepts.	2.1 What are the key components of team sports?
3. How can participation in team sports increase the fitness level of the individual?	3. Team sport and related activities can effect and benefit the overall health of an individual.	3. How does participation in team sports benefit overall health of an individual?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education 9-12
Unit Number/Title: Team Sports
 Badminton, Basketball, Lacrosse, Pickle ball, Soccer, Softball, Football, Floor Hockey, Ultimate Frisbee, Handball, Volleyball, Tennis
Conceptual Lens:
Appropriate Time Allocation (# of Days): 9 Weeks

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			
<u>2.5.12.A.1</u>	<u>2.5.12.B.2</u>	<u>2.5.12.C.2</u>	
<u>2.5.12.A.2</u>	<u>2.5.12.B.3</u>	<u>2.5.12.C.3</u>	
<u>2.5.12.B.1</u>	<u>2.5.12.C.1</u>	<u>2.6.12.A.5</u>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Badminton (45min/day for 4 ½ weeks) Basketball (45min/day for 4 ½ weeks) Lacrosse (45min/day for 4 ½ weeks) Pickle ball (45min/day for 4 ½ weeks) Soccer (45min/day for 4 ½ weeks) Softball (45min/day for 4 ½ weeks) Football (45min/day for 4 ½ weeks) Floor Hockey (45min/day for 4 ½ weeks) Ultimate Frisbee (45min/day for 4 ½ weeks) Team Handball (45min/day for 4 ½ weeks) Volleyball (45min/day for 4 ½ weeks) Tennis (45min/day for 4 ½ weeks)	History of Each Activity Proper Equipment Necessary to Participate Safely All Proper Terminology Associated with Each Activity All the fundamentals, proper techniques, and skills necessary for each activity The rules and strategies of each activity Proper sportsmanship Safety Factors for Each Activity Objectives of Each Activity	Communicate with Teammates Cooperate with Teammates Research and Find Information on Each Activity Appreciate the Mental, Social, and Physical Benefits of Each Activity Practice Skills Independently Perform in a Short – Sided or Modified Game Perform in a Regular Game Officiate a Game Play Many Positions Effectively Keep Score Effectively Exhibit the Qualities of a Good Teammate	<i>Language Arts Literacy</i> <i>Visual and Performing Arts</i> <i>Technology</i> <i>Science</i> <i>Math</i> <i>21st Century Skills</i> Daily Warm-up Activities Including both Dynamic and Static Stretching and Muscular Strengthening Exercises Group Discussions Teacher Lecture and Demonstrations Study Guides Student Demonstrations Student Modeling (highly skilled players) Individual, Partner and/or Group Skills/Drills	American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Centers for Disease Control and Prevention (2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author http://www.cdc.gov/HealthyYouth/physicalactivity/ National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i> . Reston, VA New Jersey Department of Education (2009) Core Curriculum Content Standards in	FitnessGram Software MS Word MS Power Point MS Excel Internet eBoards VCR/DVD Cassette Player Radio/CD player LCD Projector Turning Point Document Camera Computers/Printer Net Books COWs eBooks Mobile Applications Students Personal Mobile Devices Web Tools Video Conferencing	Technology 8.1.12.A.1 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.F.1 8.2.12.A.1 Science 5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1 LAL W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C W11-12.3.E	<u>Formative Assessments:</u> Teacher Observation PE Rules and Regulations (Preparation, Participation, Attendance) <u>Summative Assessment(s)</u> Written Test Assessment Skill Test Assessment

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C</u> <u>Skills Integration</u> (Specify)	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>Fitness and Conditioning Benefits of Each Activity</p> <p>Values of Teamwork</p> <p>How to Officiate and Manage Each Activity</p> <p>The Dangers of Performance Enhancing Substances</p> <p>Mental Toughness Needed to Participate in Individual Activities</p> <p>These Activities can be Played Throughout One's Lifetime</p>	<p>Serve as Captain or Manager of a Team</p> <p>Enforce the Rules and Settle Arguments</p> <p>Display Good Sportsmanship</p> <p>Mentally Prepare for Participation</p> <p>Use Skills Learned in One Activity and Apply Skills to Another Activity</p> <p>Practice for Improvement</p> <p>Participate Effectively and to the Best of their Ability without using Performance Enhancing Substances.</p>	<p>Offensive & Defensive Techniques, Skills and Drills</p> <p>Team Skills & Drills</p> <p>Lines, Circles, Relays</p> <p>Skill/drill Stations</p> <p>Circuit Training</p> <p>Position Work</p> <p>Contests – Individual and Team</p> <p>Scrimmages and Modified Games</p> <p>Regular Game Schedule</p> <p>Tournament Schedule</p> <p>Students Officiate Games</p> <p>Ability Grouping and Differentiated Instruction</p>	<p>Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <p>Partnership for 21st Century Skills www.21stcenturyskills.org</p> <p>National Association for Sport and PE Stillwell, Jim M., Willgoose, Carl E., Physical Education Curriculum, Waveland press, Inc.(2005)</p> <p>Sports Foundation for Elementary Physical Education: A Tactical games Approach(2003)</p> <p>Mitchell, Stephen; Orlin, Judith; Griffin, Linda Kirk, MacDonald, O'Sullivan (2008)</p> <p>Handbook of Physical Education, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance</p> <p>AAPAR, American Association for Physical Activity and Recreation</p>		<p>W11-12.4 W11-12-6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1 RL11-12.2 RL11-12.4 RL11-12.5</p> <p>Math S-1C.1 S-1C.3 S-CP.1 S-CP.2</p> <p>21st Century Skills and Careers/Life Skills 9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.C.4</p> <p>Visual and Performing Arts 1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4</p>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C</u> <u>Skills Integration</u> (Specify)	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
				AAHPERD, American Association of Physical Education, Recreation and Dance FGontheweb.com FitnessGram.com www.pecentral.org www.aahperd.org www.sportime.com Internet Resources and Websites			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans • Provide a study guide with highlighted sections, as needed, to meet the needs of individual students 	<ul style="list-style-type: none"> • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Refereeing of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students. 	<ul style="list-style-type: none"> • Pair learner with multi-lingual or gifted and Talented Students or have peer tutors. • Provide ESL teacher with study guides and curriculum needs, as needed, throughout the course. • Allow students to take assessments with ESL teacher. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: break-down complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, 	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment.</p> <p>These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product 	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

		<p>and additional time for written assessments.</p> <ul style="list-style-type: none"> • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed. • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>	
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UNIT OVERVIEW

Course Title: Physical Education

Unit #: 2

Unit Title: Lifetime or Individual Activities

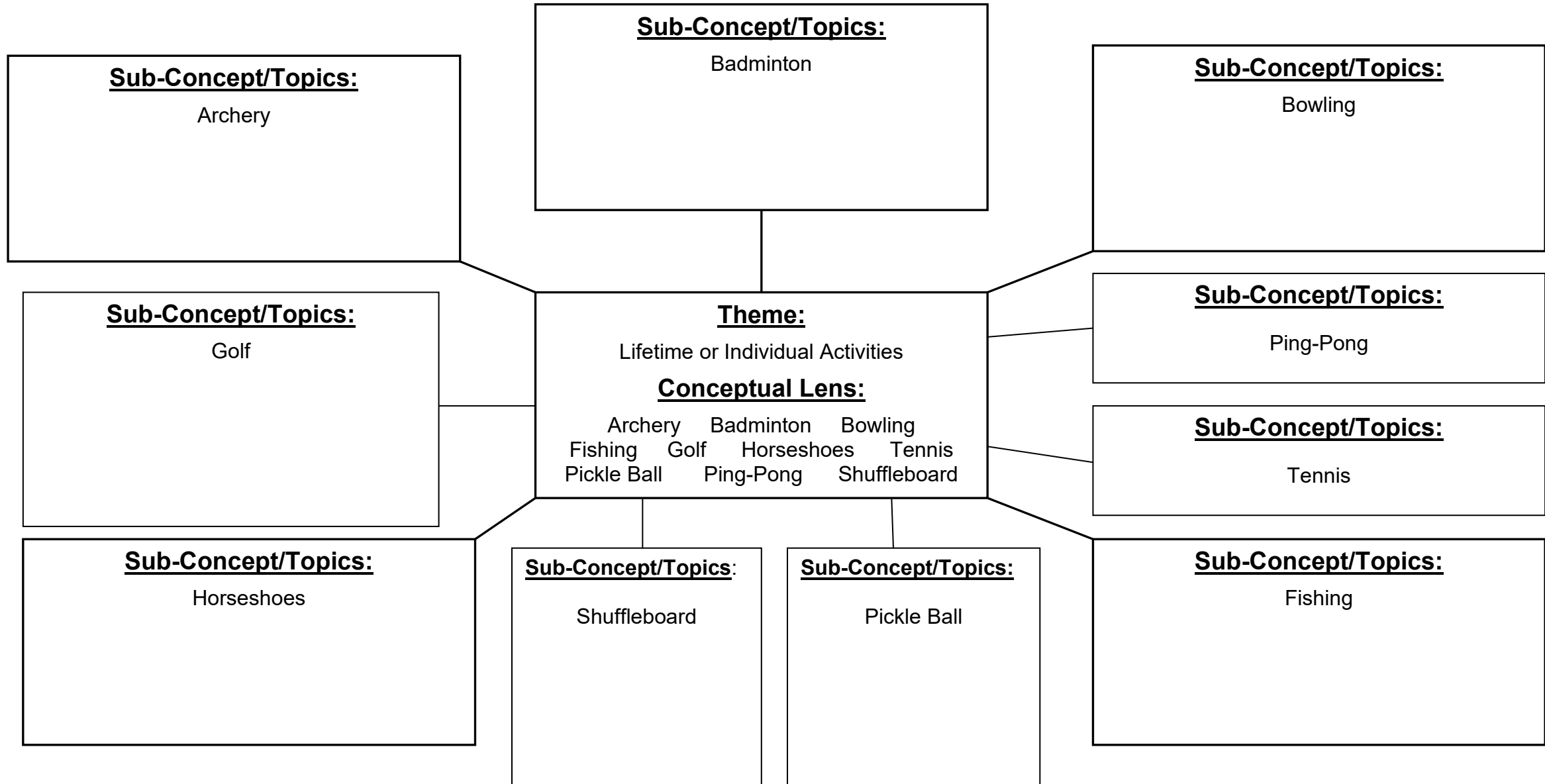
Unit Description and Objectives:

This course focuses on activities that individuals can use throughout their lifetime. These activities involve skills that develop and maintain good health and wellness. Each activity involves fitness movement fundamentals, coordination, balance and focus. Social interaction allows the individual to become a socially well-adjusted and fit member of society.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1.What course of action will you take to maintain mental, physical, emotional and social health in your future?	1.By learning and participating in lifetime or individual activities, they are building a basis to maintain a happy and healthy lifestyle both now and in the future. 2.They will be able to stay active in other ways rather than strictly focusing on team sports.	1.1 What types of movements are there? 1.2 How can you become more comfortable with various forms of movement? 2.1. How do you use these movements in everyday life? 2.2. What are the benefits associated with understanding movement concepts.

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education Grade 9-12
Unit Number/Title: Lifetime or Individual Activities
Archery, Badminton, Bowling, Fishing, Golf, Horseshoes, Tennis, Pickle Ball, Ping-Pong, Shuffleboard
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): 4-5 Weeks

<u>New Jersey Student Learning Standards referenced With Cumulative Progress</u>			
<u>Indicators</u>			
<u>2.5.12.A.1</u>	<u>2.5.12.A.4</u>	<u>2.5.12.C.2</u>	
<u>2.5.12.A.2</u>	<u>2.5.12.B.2</u>	<u>2.5.12.C.3</u>	
<u>2.5.12.A.3</u>	<u>2.5.12.B.3</u>	<u>2.6.12.A.5</u>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>LIFETIME or INDIVIDUAL ACTIVITIES include:</p> <ul style="list-style-type: none"> ▪ Archery ▪ Badminton ▪ Bowling ▪ Fishing ▪ Golf ▪ Horseshoes ▪ Tennis ▪ Pickle Ball ▪ Ping-Pong ▪ Shuffleboard <p>EACH UNIT OF STUDY WILL BE 4-5 WEEKS IN LENGTH.</p> <p>EACH STUDENT WILL PARTICIPATE IN SELECTED ACTIVITY FOR 4-5 DAYS PER WEEK.</p>	<p>History of Each Activity</p> <p>Proper Equipment Necessary to Participate Safely</p> <p>All Proper Terminology Associated with Each Activity</p> <p>All the fundamentals, proper techniques, and skills necessary for each activity</p> <p>The rules and strategies of each activity</p> <p>Proper sportsmanship Safety Factors for Each Activity</p> <p>Objectives of Each Activity</p> <p>Fitness and Conditioning Benefits of Each Activity</p>	<p>Communicate with Teammates</p> <p>Cooperate with Teammates</p> <p>Research and Find Information on Each Activity</p> <p>Appreciate the Mental, Social, and Physical Benefits of Each Activity</p> <p>Practice Skills Independently</p> <p>Perform in a Short – Sided or Modified Game</p> <p>Perform in a Regular Game</p> <p>Officiate a Game</p> <p>Play Many Positions Effectively</p> <p>Keep Score Effectively</p> <p>Exhibit the Qualities of a Good Teammate</p>	<p><i>Language Arts Literacy</i> <i>Visual and Performing Arts</i> <i>Technology</i> <i>Science</i> <i>Math</i> <i>21st Century Skills</i></p> <p>Daily Warm-up Activities Including both Dynamic and Static Stretching and Muscular Strengthening Exercises</p> <p>Group Discussions</p> <p>Teacher Lecture and Demonstrations</p> <p>Study Guides</p> <p>Student Demonstrations</p> <p>Student Modeling (highly skilled players)</p> <p>Individual, Partner and/or Group Skills/Drills</p> <p>Offensive & Defensive Techniques, Skills and Drills</p>	<p>American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org</p> <p>Centers for Disease Control and Prevention (2006) <i>Physical Education Curriculum Analysis Tool</i>. Atlanta, GA: Author http://www.cdc.gov/HealthyYouth/physicalactivity/</p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education</p>	<p>FitnessGram Software</p> <p>MS Word</p> <p>MS Power Point</p> <p>MS Excel</p> <p>Internet</p> <p>eBoards</p> <p>VCR/DVD</p> <p>Cassette Player</p> <p>Radio/CD player</p> <p>LCD Projector</p> <p>Turning Point</p> <p>Document Camera</p> <p>Computers/Printer</p> <p>Net Books</p> <p>COWs</p> <p>eBooks</p> <p>Mobile Applications</p> <p>Students Personal</p> <p>Mobile Devices</p> <p>Web Tools</p> <p>Video Conferencing</p>	<p>Visual & Performing Arts</p> <p>1.1.12.A.1</p> <p>1.2.12.A.1</p> <p>1.3.12.A.1</p> <p>1.3.12.A.2</p> <p>1.1.12.A.4</p> <p>Career & Life Skills</p> <p>9.1.12.A.1</p> <p>9.1.12.A.2</p> <p>9.1.12.B.2</p> <p>9.1.12.B.3</p> <p>9.1.12.B.4</p> <p>Technology</p> <p>8.1.12.A.1</p> <p>8.1.12.A.3</p> <p>8.1.12.A.4</p> <p>8.1.12.B.1</p> <p>8.1.12.D.2</p> <p>8.1.12.E.2</p> <p>8.1.12.F.1</p> <p>8.1.12.F.2</p> <p>8.2.12.A.1</p> <p>8.2.12.B.3</p> <p>8.1.8.A.1</p> <p>8.1.8.A.2</p>	<p><u>Formative Assessment(s):</u></p> <p>Teacher Observation</p> <p>Drills</p> <p>Practice Games</p> <p>Written Tests</p> <p>Attendance</p> <p>Preparation</p> <p>Participation</p> <p><u>Summative Assessment(s)</u></p> <p>Written Tests</p> <p>Teacher Observation</p> <p>Game Play</p> <p>Questions & Answers</p> <p>Skills Tests</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C</u> <u>Skills Integration</u> (Specify)	<u>NJSLS w/ CPI</u> <u>Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>Values of Teamwork</p> <p>How to Officiate and Manage Each Activity</p> <p>The Dangers of Performance Enhancing Substances</p> <p>Mental Toughness Needed to Participate in Individual Activities</p> <p>These Activities can be Played Throughout One's Lifetime</p>	<p>Serve as Captain or Manager of a Team</p> <p>Enforce the Rules and Settle Arguments</p> <p>Display Good Sportsmanship</p> <p>Mentally Prepare for Participation</p> <p>Use Skills Learned in One Activity and Apply Skills to Another Activity</p> <p>Practice for Improvement</p> <p>Participate Effectively and to the Best of their Ability without using Performance Enhancing Substances.</p>	<p>Team Skills & Drills</p> <p>Lines, Circles, Relays</p> <p>Skill/drill Stations</p> <p>Circuit Training</p> <p>Position Work</p> <p>Contests – Individual and Team</p> <p>Scrimmages and Modified Games</p> <p>Regular Game Schedule</p> <p>Tournament Schedule</p> <p>Students Officiate Games</p> <p>Ability Grouping and Differentiated Instruction</p>	<p>www.nj.gov/education/aps/ccs/chpe/standards.htm</p> <p>Partnership for 21st Century Skills www.21stcenturyskills.org</p> <p>National Association for Sport and PE Stillwell, Jim M., Willgoose, Carl E., Physical Education Curriculum, Waveland press, Inc.(2005)</p> <p>Sports Foundation for Elementary Physical Education: A Tactical games Approach(2003)</p> <p>Mitchell, Stephen; Orlin, Judith; Griffin, Linda Kirk, MacDonald, O'Sullivan (2008)</p> <p>Handbook of Physical Education, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance</p> <p>AAPAR, American Association for Physical Activity and Recreation</p> <p>AAHPERD, American Association of Physical Education, Recreation and Dance</p> <p>FGontheweb.com</p>		<p>8.1.8.A.5</p> <p>8.1.8.B.1</p> <p>8.1.8.C.1</p> <p>8.1.8.E.1</p> <p>8.1.4.A.1</p> <p>8.1.4.A.2</p> <p>8.1.4.A.3</p> <p>8.1.4.A.4</p> <p>8.1.4.A.5</p> <p>8.1.4.E.2</p> <p>Science</p> <p>5.1.12.C.1</p> <p>5.1.12.D.1</p> <p>5.2.4.E.4</p> <p>5.2.2.E.1</p> <p>5.2.6.E.1</p> <p>5.2.12.E.2</p> <p>5.4.2.F.1</p> <p>LAL</p> <p>W11-12.1.A</p> <p>W11-12.1.C</p> <p>W11-12.2.A</p> <p>W11-12.2.C</p> <p>W11-12.2.C</p> <p>W11-12.2.E</p> <p>W11-12.2.F</p> <p>W11-12.3.A</p> <p>W11-12.3.C</p> <p>W11-12.3.E</p> <p>W11-12.4</p> <p>W11-12-6</p> <p>W11-12.7</p> <p>W11-12.8</p> <p>W11-12.10</p> <p>RL11-12.1</p> <p>RL11-12.2</p> <p>RL11-12.4</p> <p>RL11-12.5</p> <p>Math</p>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C</u> <u>Skills Integration</u> (Specify)	<u>NJSLS w/ CPI</u> <u>Reference</u>	<u>Evaluation/ Assessment:</u>
				FitnessGram.com www.pecentral.org www.aahperd.org www.sportime.com Internet Resources and Websites		S-1C.1 S-1C.3 S-CP.1 S-CP.2	

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
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<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans • Provide a study guide with highlighted sections, as needed, to meet the needs of individual students 	<ul style="list-style-type: none"> • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Refereeing of activities. • Help instruct Less proficient, Struggling Learners, English Language Learners, and/or Special Education Students. 	<ul style="list-style-type: none"> • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide ESL teacher with study guides and curriculum needs, as needed, throughout the course. • Allow students to take assessments with ESL teacher. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: break-down complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed. 	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>
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		<ul style="list-style-type: none"> • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>	
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UNIT OVERVIEW

Course Title: Physical Education 9-12

Unit #: 3

Unit Title: Fitness and Wellness

Unit Description and Objectives:

Standard 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

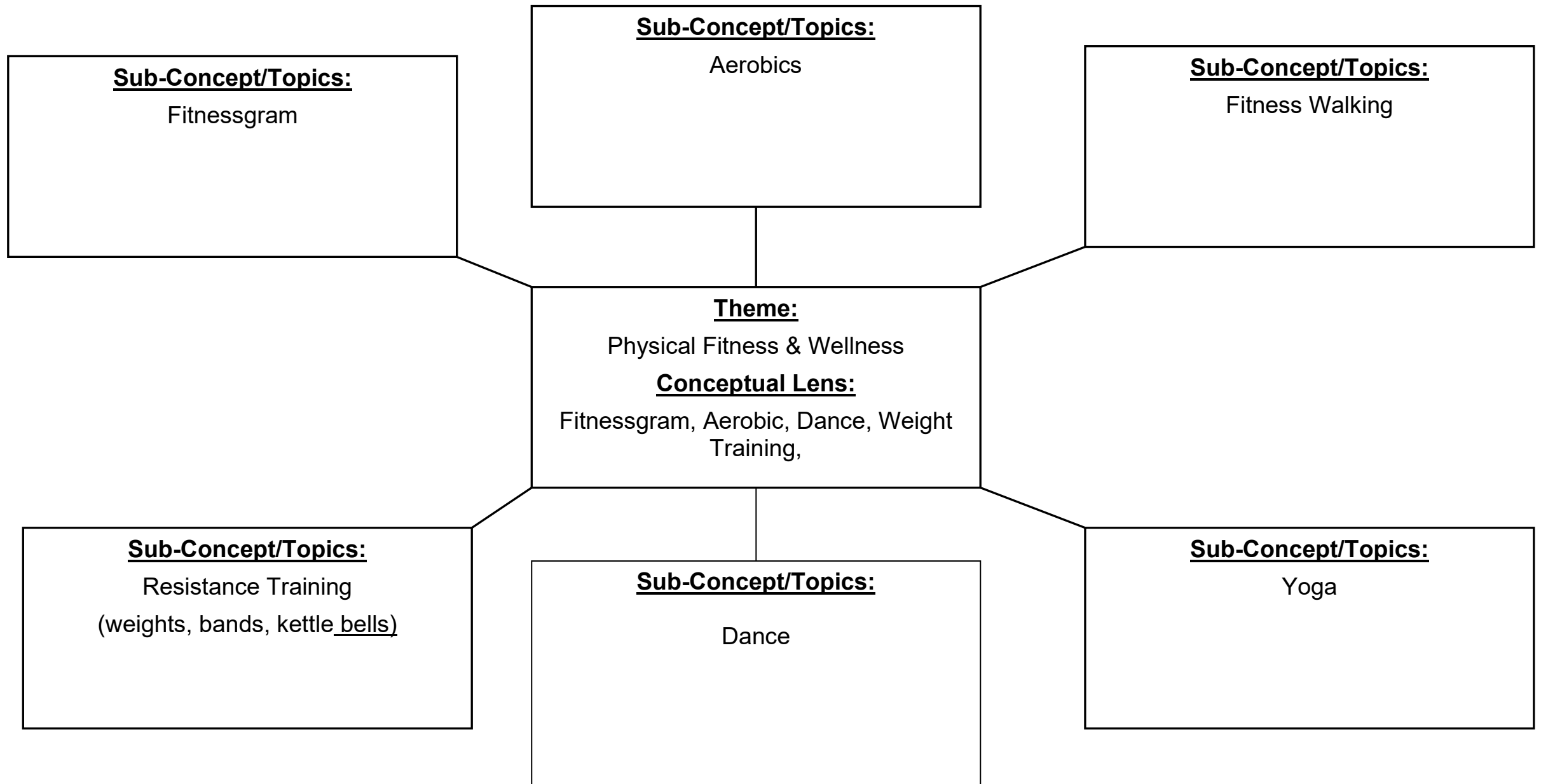
1. Demonstrate proper technique when performing a fitness related activity.
2. Perform fundamental motor skills
3. Recognize the need for a cool down period and recovery heart rate.
4. Develop a personalized exercise program that will fit their schedule, budget, lifestyle, needs, etc.
5. Determine the proper clothing and footwear for a number of different activities
6. Safely perform fitness related activities
7. Perform a series of Dynamic and Static stretches prior to participating in fitness activities
8. Define and give examples of all fitness related terms and techniques
9. Discuss all terminology in relationship to fitness

Essential Questions and Enduring Understandings:

Essential Questions: Fitness and Physical Activity	<u>Enduring Understandings/Generalizations</u>	Guiding Questions
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<p>1. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me stay committed to wellness?</p>	<p style="text-align: center;">Students will understand that:</p> <p>1. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy lifestyle.</p>	<p>1.1 define the term of physical activity 1.2 explain the benefits of physical activity 1.3 explain the FITT principal 1.4 what are your personal goals to improve fitness 1.5 is it beneficial to keep track of your fitness progress 1.6 how would you develop a workout program to fit your lifestyle Etc.</p>
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UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Fitness and Wellness 9-12
Unit Number/Title: 3/Physical Fitness and Wellness 9-12
Conceptual Lens: Physical Fitness
Appropriate Time Allocation (# of Days): 4 ½ weeks

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			
<u>2.5.12.a.2</u>			
<u>2.5.12.b.3</u>			
<u>2.5.12.c.3</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJSLS w/ CPI</u> <u>Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Fitnessgram 45mins/6days</p> <p>Weight Training 45mins/4 ½ weeks</p> <p>Aerobics 45mins/4 ½ weeks</p> <p>Yoga 45mins/4 ½ weeks</p> <p>Dance 45mins/4 ½ weeks</p> <p>Fitness Walking 45mins/4 ½ weeks</p> <p>Suspension Training</p> <p>Crossfit Training</p> <p>Kettlebell Training</p> <p>Functional Fitness 45mins/4 ½ weeks</p>	<p>INTRODUCTION</p> <p>1. Physical fitness implies a combination of muscular strength, endurance, flexibility, and coordination.</p> <p>Various programs or techniques may be employed to contribute to physiological development, including aerobics, anaerobic, weight training, interval training, circuit training, testing, etc. 2. Evaluation to develop and maintain acceptable levels of fitness will be encouraged throughout the year. 3. This unit will provide a variety of methods and techniques that can be used and applied throughout life. 4. Dynamic and Static stretching will be part of every class period. Students will know that fitness is a very important aspect of being</p>	<p>Discuss all terminology in relationship to fitness</p> <p>-Demonstrate proper technique when performing a fitness related activity.</p> <p>-Perform fundamental motor skills</p> <p>-Recognize the need for a cool down period and recovery heart rate.</p> <p>-develop a personalized exercise program that will fit their schedule, budget, lifestyle, needs, etc.</p> <p>-Determine the proper clothing and footwear for a number of different activities</p> <p>-Safely perform fitness related activities</p> <p>-Perform a series of Dynamic and Static stretches prior to participating in fitness activities</p> <p>-define and give examples of all fitness related terms and techniques</p>	<p>Dynamic stretching routines</p> <p>-Static stretching routines</p> <p>-Push-ups (variations and modified)</p> <p>-Sit-ups (variations and modified)</p> <p>-Trunk Lift</p> <p>-Pacer test</p> <p>-Back Saver Sit N Reach</p> <p>-Walking</p> <p>-Speed – walking</p> <p>-Jogging</p> <p>-Weight room (free weights, machines, trx bands, plyo boxes)</p> <p>-Circuit training</p> <p>-Interval training</p> <p>-Shuttle run</p> <p>-Dyna - Bands</p> <p>-Jump ropes</p> <p>-Relay races</p> <p>-Obstacle course</p> <p>-Teacher lecture</p> <p>-Taking your pulse</p> <p>-Practice figuring out their target heart rate</p> <p>Fitness workout tapes/DVD"s</p> <p>-Tae – Bo</p> <p>-Power Steps</p> <p>-Medicine balls</p> <p>- Yoga</p> <p>-Pilates</p> <p>-Cool down period variations</p>	<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)</p> <p>www.aapherd.org</p> <p>Centers for Disease Control and Prevention (2006) <i>Physical Education Curriculum Analysis Tool</i>. Atlanta, GA: Author</p> <p>http://www.cdc.gov/HealthyYouth/physicalactivity/</p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education</p>	<p>Student computers</p> <p>CD Player</p> <p>Variety of CD's and DVD's</p> <p>Fitnessgram Card</p> <p>Internet</p> <p>DVD player</p> <p>Scales</p> <p>Body Fat % meters</p> <p>LCD Projectors</p> <p>PowerPoint</p>	<p>PR 1</p> <p>2.5.12.A.2</p> <p>2.5.12.B.3</p> <p>2.5.12.C.3</p> <p>Visual & Performing Arts</p> <p>1.1.12.a.1</p> <p>1.2.12.a.1</p> <p>1.3.12.a.1</p> <p>1.3.12.a.2</p> <p>1.1.12.a.4</p> <p>Career and Life Skills</p> <p>9.1.12.A.1</p> <p>9.1.12.A.2</p> <p>9.1.12.B.2</p> <p>9.1.12.B.3</p> <p>9.1.12.C.4</p>	<p>Formative Assessments:</p> <p>Teacher observation</p> <p>PE Grading:</p> <p>Policies/Procedures</p> <p>Fitness Tests</p> <p>Summative Assessment(s)</p> <p>Written Tests</p> <p>Questions and Answers</p> <p>Skills Tests</p> <p>Midterm/</p> <p>Final Assessments</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know :)	Skill Objectives (Students Will Be Able To :)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJSLs w/ CPI Reference	Evaluation/ Assessment:
	<p>a well-rounded person. Without physical fitness, a person cannot function at his/her capacity. Physical fitness should be an ongoing activity as part s of all units throughout the year.</p> <p>5. The components of health related fitness: cardiovascular fitness, flexibility, muscular fitness and muscular strength, and body composition.</p> <p>6. Proper terminology related to Physical fitness, such as aerobic, anaerobic, circuit and interval training, isometrics, sets, reps, etc.</p> <p>7. Proper skills to maintain physical fitness</p> <p>8. Proper technique for running, jogging, weight lifting, etc., to maintain a good physical fitness program</p> <p>9. A physical fitness program is not the same for everyone, and it is something that will constantly be evolving over time to meet your individual needs at different times in your life.</p> <p>10. Proper safety practices for</p>		<ul style="list-style-type: none"> -Isometrics -Use of partners (spotters) -Small groups -Teams -Whole class -Poster or charts with best times, etc. on display on the walls *Listen to music when possible for rhythm and motivation 	<p>www.nj.gov/education/aps/ccs/chpe/standards.htm</p> <p>Partnership for 21st Century Skills</p> <p>www.21stcenturyskills.org</p> <p>National Association for Sport and PE</p> <p>Stillwell, Jim M., Willgoose, Carl E., Physical Education Curriculum, Waveland press, Inc.(2005)</p> <p>Sports Foundation for Elementary Physical Education: A Tactical games Approach (2003). Mitchell, Stephen; Orlin, Judith; Griffin, Linda Kirk, MacDonald, O'Sullivan (2008), Handbook of Physical Education, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p>AAHPERD, American Association of Physical Education, Recreation and Dance</p> <p>www.pecentral.org</p> <p>www.aahperd.org</p> <p>www.sportime.com</p> <p>Internet Resources and Website)</p> <p>Fitnessgram.org</p> <p>Crossfitbrandx.com</p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> Integration (Specify)	<u>NJSLS w/ CPI</u> Reference	<u>Evaluation/ Assessment:</u>
	conditioning and the use of any equipment 11. Purpose of taking your pulse 12. Proper way to take pulse on self and others 13. Fundamental motor skills such as running, jumping, etc 14. The principles of overload: frequency, intensity, duration 15. The principles of progression 16. The principles of specificity 17. How to safely perform fitness activities in relation to space, weather, equipment, etc. 18. How to properly warm-up before participating in strenuous activities; Dynamic and Static stretches.			The Naked Warrior, book and video 1991 Enter The Kettle bell, book and video 2006			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans • Provide a study guide with highlighted sections, as needed, to meet the needs of individual students 	<ul style="list-style-type: none"> • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Refereeing of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students. 	<ul style="list-style-type: none"> • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide ESL teacher with study guides and curriculum needs, as needed, throughout the course. • Allow students to take assessments with ESL teacher. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: break-down complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, 	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

		<p>and additional time for written assessments.</p> <ul style="list-style-type: none"> • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed. • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<p>engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>	
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UNIT OVERVIEW

Course Title: Physical Education Grades 9-12

Unit #: 4

Unit Title: Developmental or Recreational Games

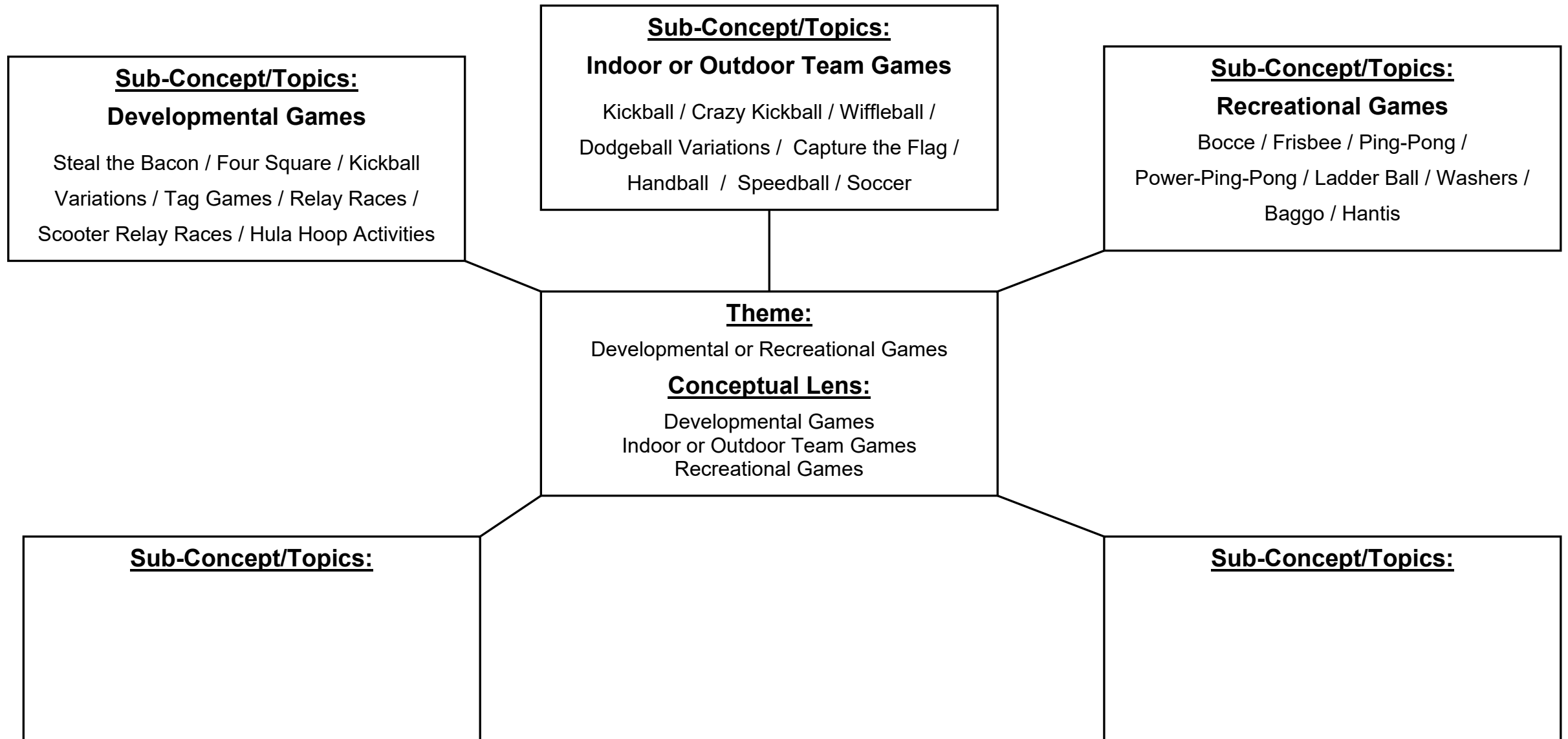
Unit Description and Objectives:

This unit is designed to offer a wide variety of activities that are less competitive and more about having fun, getting exercise, and being active. It also encourages students to understand the challenges of cooperation, teamwork, enjoyment, creativity, self-expression and social interaction as important life enhancing experiences that can be a part of game play and carry over into the development of life skills as well-rounded individuals.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What components of fitness does taking part in developmental or recreational games improve?	1. Cardiovascular endurance, flexibility, muscular endurance, balance, coordination and body awareness are all fitness components improved by taking part in developmental or recreational games (indoor and outdoor).	1.1 What components of fitness does taking part in developmental games improve? 1.2 Why are these components important to maintain a healthy lifestyle?
2. What is the purpose of taking part in developmental or recreational games?	2. The purpose of developmental or recreational games allows individuals to be physically active and to maintain fitness while having fun, developing social skills and interacting with peers.	2.1 What is the purpose of taking part in developmental or recreational games? 2.2 Why are the components of having fun, developing social skills and interacting with peers important to maintain a healthy lifestyle?
3. How can you develop teamwork and communication skills by participating in developmental or recreational games?	3. When working and strategizing as a team, you can use both verbal and non-verbal cues.	3.1 How can you develop teamwork and communication skills by participating in developmental or recreational games? 3.2 Why are good communication skills important to a productive and healthy lifestyle?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education Grades 9 - 12
Unit Number/Title: Developmental or Recreational Games
Developmental Games, Indoor or Outdoor Team Games,
Recreational Games
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): 5 to 10 days

<u>New Jersey Student Learning Standards referenced With Cumulative Progress</u>			
<u>Indicators</u>			
<u>2.5.12.A.1</u>	<u>2.5.12.B.1</u>	<u>2.5.12.C.1</u>	
<u>2.5.12.A.2</u>	<u>2.5.12.B.2</u>	<u>2.5.12.C.2</u>	
<u>2.5.12.A.4</u>	<u>2.5.12.B.3</u>	<u>2.6.12.A.1</u>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
DEVELOPMENTAL or RECREATIONAL GAMES include: <ul style="list-style-type: none"> ▪ Steal the Bacon ▪ Four Square ▪ Kickball ▪ Tag Games ▪ Relay Races ▪ Hula Hoop Activities ▪ Handball ▪ Speedball ▪ Soccer ▪ Bocce ▪ Frisbee ▪ Ping-Pong ▪ Power Ping-Pong ▪ Ladder Ball ▪ Baggo ▪ Hantis EACH UNIT OF STUDY WILL BE 4-5 WEEKS IN LENGTH. EACH STUDENT WILL PARTICIPATE IN SELECTED	History of Each Activity Proper Equipment Necessary to Participate Safely All Proper Terminology Associated with Each Activity All the fundamentals, proper techniques, and skills necessary for each activity The rules and strategies of each activity Proper sportsmanship Safety Factors for Each Activity Objectives of Each Activity Fitness and Conditioning Benefits of Each Activity	Communicate with Teammates Cooperate with Teammates Research and Find Information on Each Activity Appreciate the Mental, Social, and Physical Benefits of Each Activity Practice Skills Independently Perform in a Short – Sided or Modified Game Perform in a Regular Game Officiate a Game	<i>Language Arts Literacy</i> <i>Visual and Performing Arts</i> <i>Technology</i> <i>Science</i> <i>Math</i> 21st Century Skills Daily Warm-up Activities Including both Dynamic and Static Stretching and Muscular Strengthen Exercises Group Discussions Teacher Lecture and Demonstrations Study Guides Student Demonstrations Student Modeling (highly skilled players) Individual, Partner and/or Group Skills/Drills	American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Centers for Disease Control and Prevention (2006) <i>Physical Education Curriculum Analysis Tool.</i> Atlanta, GA: Author http://www.cdc.gov/HealthyYouth/physicalactivity/ National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education.</i> Reston, VA New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive	FitnessGram Software MS Word MS Power Point MS Excel Internet eBoards VCR/DVD Cassette Player Radio/CD player LCD Projector Turning Point Document Camera Computers/Printer Net Books COWs eBooks Mobile Applications Students Personal Mobile Devices Web Tools Video Conferencing	Visual & Performing Arts 1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4 Career & Life Skills 9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4 Technology 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.A.1 8.2.12.B.3	<u>Formative Assessment(s):</u> Teacher Observation Drills Practice Games Written Tests Attendance Preparation Participation <u>Summative Assessment(s)</u> Written Tests Teacher Observation Game Play Questions & Answers Skills Tests

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
ACTIVITY FOR 4-5 DAYS PER WEEK.	<p>Values of Teamwork</p> <p>How to Officiate and Manage Each Activity</p> <p>The Dangers of Performance Enhancing Substances</p> <p>Mental Toughness Needed to Participate in Individual Activities</p> <p>These Activities can be Played Throughout One's Lifetime</p>	<p>Play Many Positions Effectively</p> <p>Keep Score Effectively</p> <p>Exhibit the Qualities of a Good Teammate</p> <p>Serve as Captain or Manager of a Team</p> <p>Enforce the Rules and Settle Arguments</p> <p>Display Good Sportsmanship</p> <p>Mentally Prepare for Participation</p> <p>Use Skills Learned in One Activity and Apply Skills to Another Activity</p> <p>Practice for Improvement</p> <p>Participate Effectively and to the Best of their Ability without using Performance Enhancing Substances.</p>	<p>Offensive & Defensive Techniques, Skills and Drills</p> <p>Team Skills & Drills</p> <p>Lines, Circles, Relays</p> <p>Skill/drill Stations</p> <p>Circuit Training</p> <p>Position Work</p> <p>Contests – Individual and Team</p> <p>Scrimmages and Modified Games</p> <p>Regular Game Schedule</p> <p>Tournament Schedule</p> <p>Students Officiate Games</p> <p>Ability Grouping and Differentiated Instruction</p>	<p>Health and Physical Education</p> <p>www.nj.gov/education/aps/ccs/chpe/standards.htm</p> <p>Partnership for 21st Century Skills</p> <p>www.21stcenturyskills.org</p> <p>National Association for Sport and PE</p> <p>Stillwell, Jim M., Willgoose, Carl E., Physical Education Curriculum, Waveland press, Inc. (2005)</p> <p>Sports Foundation for Elementary Physical Education: A Tactical games Approach (2003)</p> <p>Mitchell, Stephen; Orlin, Judith; Griffin, Linda Kirk, MacDonald, O'Sullivan (2008)</p> <p>Handbook of Physical Education, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance</p> <p>AAPAR, American Association for Physical Activity and Recreation</p> <p>AAHPERD, American Association of Physical</p>		<p>8.1.8.A.1</p> <p>8.1.8.A.2</p> <p>8.1.8.A.5</p> <p>8.1.8.B.1</p> <p>8.1.8.C.1</p> <p>Technology</p> <p>8.1.8.E.1</p> <p>8.1.4.A.1</p> <p>8.1.4.A.2</p> <p>8.1.4.A.3</p> <p>8.1.4.A.4</p> <p>8.1.4.A.5</p> <p>8.1.4.E.2</p> <p>Science</p> <p>5.1.12.C.1</p> <p>5.1.12.D.1</p> <p>5.2.4.E.4</p> <p>5.2.2.E.1</p> <p>5.2.6.E.1</p> <p>5.2.12.E.2</p> <p>5.4.2.F.1</p> <p>LAL</p> <p>W11-12.1.A</p> <p>W11-12.1.C</p> <p>W11-12.2.A</p> <p>W11-12.2.C</p> <p>W11-12.2.C</p> <p>W11-12.2.E</p> <p>W11-12.2.F</p> <p>W11-12.3.A</p> <p>W11-12.3.C</p> <p>W11-12.3.E</p> <p>W11-12.4</p> <p>W11-12-6</p> <p>W11-12.7</p> <p>W11-12.8</p> <p>W11-12.10</p>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
				Education, Recreation and Dance FGontheweb.com FitnessGram.com www.pecentral.org www.aahperd.org www.sportime.com Internet Resources and Websites		RL11-12.1 RL11-12.2 RL11-12.4 RL11-12.5 Math S-1C.1 S-1C.3 S-CP.1 S-CP.2	

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans • Provide a study guide with highlighted sections, as needed, to meet the needs of individual students 	<ul style="list-style-type: none"> • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Refereeing of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students. 	<ul style="list-style-type: none"> • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide ESL teacher with study guides and curriculum needs, as needed, throughout the course. • Allow students to take assessments with ESL teacher. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: break-down complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, 	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

		<p>and additional time for written assessments.</p> <ul style="list-style-type: none"> • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed. • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<p>engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>	
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UNIT OVERVIEW

Course Title: Physical Education

Unit #: 1-Overview

Unit Title: Project Adventure

Unit Description and Objectives:

The Project Adventure Curriculum is a required program for all students during one marking period of physical education class. The goals of Project Adventure are to increase the participant's sense of personal confidence, to increase mutual support within a group, to develop an increased level of agility and physical coordination, to develop an increased joy in one's physical self and in being with others and to develop an increased appreciation of the environment. This is accomplished through a series of activities which include cooperative and non-traditional group games, trust activities, problem solving initiatives and Low and High Challenge Ropes Course events.

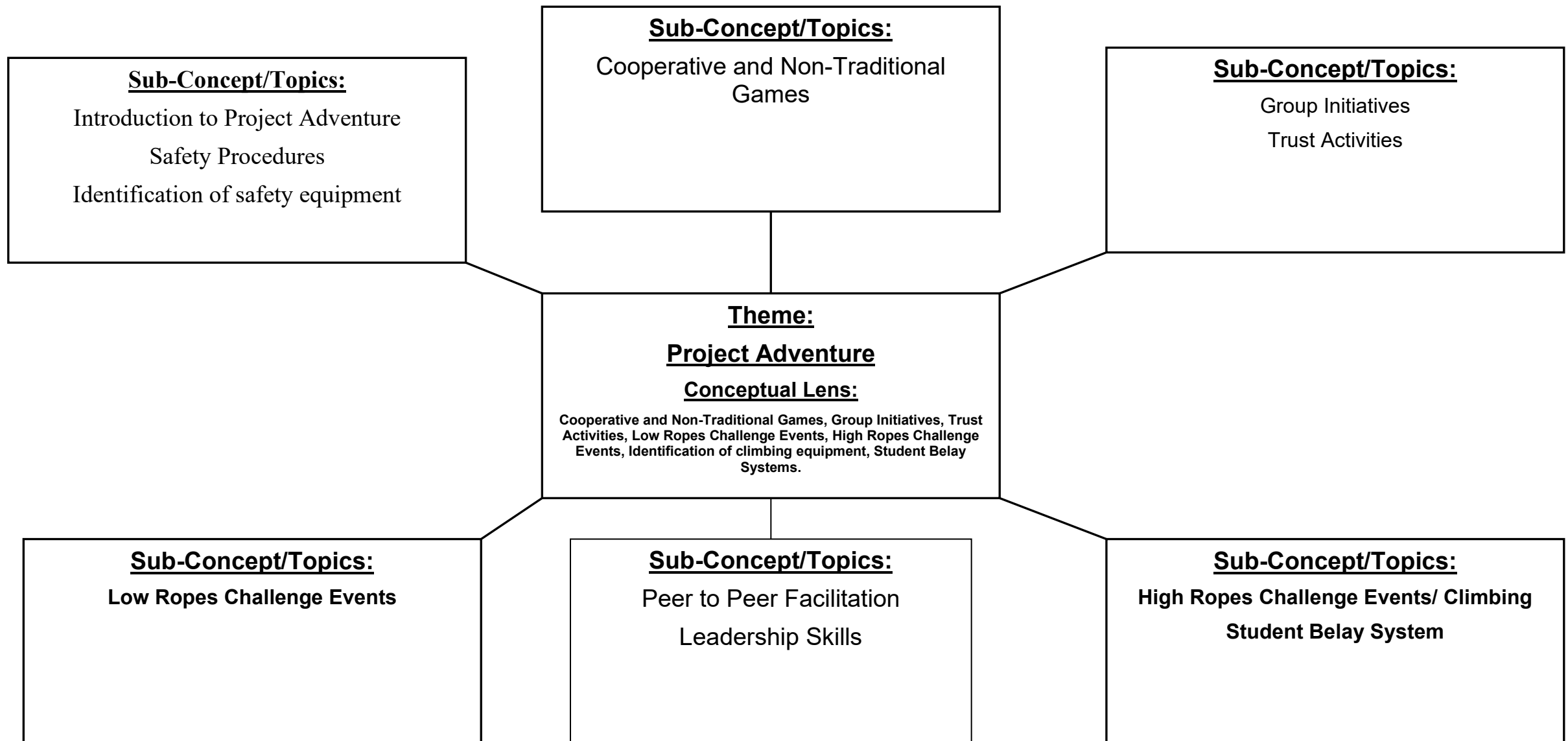
1. The students will trust their physical and emotional safety to others.
2. The students will participate in activities which provide fun as a major component.
3. The students will demonstrate proper spotting techniques
4. The students will participate in activities that involve sensible risks.
5. The students will work cooperatively to complete problem solving tasks.

6. The students will participate in activities that promote teamwork.
7. The students will participate in activities that promote balance and coordination.
8. The students will participate in activities that promote muscle strength and endurance.
9. The students will participate in debriefing discussions following various activities.
10. The students will understand their responsibilities in the leadership program.
11. The students will understand the safety procedures for the Project Adventure Leadership Program.
12. The students will recognize leadership characteristics.
13. The students will recognize positive and negative leadership qualities

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
<ol style="list-style-type: none"> 1. How can understanding movement concepts improve my performance? 2. How can I make movement more interesting, fun, and enjoyable? 3. How does my use of movement influence that of others? 	<p>1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p>	<ol style="list-style-type: none"> 1.1 What is the purpose of Project Adventure Leadership Program? 1.2 What is the main concept behind the project adventure philosophy? 1.3 How will learning different types of movement improve your performance? 1.4 How do you become more comfortable with various forms of movement? 1.5 What are different ways we use movement in everyday life? 1.6 What benefits can be associated with understanding movement concepts? 1.7 What cooperative skills can be developed during project adventure? 1.8 What leadership skills can be developed during project adventure leadership program?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education
Unit Number/Title: Project Adventure 9/ Project Adventure 11
Introduction to Project Adventure/ Project Adventure Leadership Program
Conceptual Lens: Program
Appropriate Time Allocation (# of Days): 1 Marking Period/ 4.5 Weeks

<u>New Jersey Student Learning Standards referenced With Cumulative Progress Indicators</u>			
2.2			
2.5			
2.6			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Introduction and History of Project Adventure Full Value Contract (1 day) Cooperative and Non-Traditional Games Icebreakers (2 weeks) Group Initiatives (1 week) Trust Activities (1 week) Ropes School Training (1 week) Low Ropes Challenge Activities (2 weeks) High Ropes Challenge Activities (2 weeks) <u>Project Adventure 11:</u> Safety of the Harness, Climbing Equipment Training, Discuss and demonstrate student belay system. (1 week) Student Belay readiness test.	The History of Project Adventure. The Goals of Project Adventure The Purpose and importance of the Full-Value contract. Cooperative and Non-traditional games as a means of students getting to know each other. The Challenge by Choice concept as it pertains to high elements. Group Initiatives are activities designed to teach problem solving and team building. The responsibilities involved in trust activities.	Participate in activities that provide fun as a major component Interact with group members in a non-threatening manner. Participate in activities that promote eye-hand and foot-eye coordination. Work at accomplishing easy, success-oriented tasks with a minimal amount of frustration, verbal interaction and decision-making skill. Participate in activities that involve some sensible risks, both physical and emotional. Develop an attitude in which a good effort is seen as more important than success or failure. See themselves as more confident and capable in front of others. Play cooperatively and in support of others.	<i>Science</i> <i>Math</i> <i>Technology</i> <i>Language Arts</i> <i>21st Century Skills</i> Brief description of Project Adventure and an overview of the course. Explain the Full Value contract. Icebreakers/Cooperative and Non-Traditional Games... Including but not limited to: Follow Directions Name Game Categories Birthday Line-up Tag Games Moon Ball Hoop Games Gotcha Warp Speed	www.pa.org www.theadventureproject.org www.aapherd.org www.pecentral.org <u>Quicksilver</u> <u>Silver Bullets</u> <u>Cowstails and Cobras</u> <u>Innovative Games</u> <u>Team Building Through Physical Challenge</u> <u>Ropes Course Safety Manual</u> <u>Adventure Programming Workshop Manual</u>	MS Word MS Power Point MS Excel Internet eBoards VCR/DVD Cassette Player Radio/CD player LCD Projector Turning Point Document Camera Computers/Printer Net Books COWs eBooks Mobile Applications Students Personal Mobile Devices Web Tools Video Conferencing	Visual & Performing Arts 1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4 Career & Life Skills 9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4 Technology 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.A.1 8.2.12.B.3	<u>Formative Assessment</u> Class preparation and attendance. Class participation/ Challenge by choice Student handbook. Adherence to the “full value contract” Weekly journal entries <u>Summative Assessment(s)</u> Student belay assessment Student written assessment: Project Adventure Written Test Student skills assessment: Rope Test on Coil and Harness Teacher observation Self/Peer assessment Teacher Assessment

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJSLS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Students belay each other on the high elements. (3.5 weeks)	<p>Safety procedures involved in Trust Activities.</p> <p>The goals and explanation of Challenges in the Low Ropes Activities.</p> <p>Goals of the project adventure leadership program.</p> <p>The Safety Procedures that are necessary in participating in the Low Ropes Course.</p> <p>The purpose of debriefing in all areas of PA as a means of students learning about themselves and the group dynamic.</p> <p>The explanation of the Challenges of the High Ropes course.</p> <p>Student responsibilities in the project adventure leadership program.</p> <p>The student- belay system and safety procedures for the Australian Belay.</p> <p>The safety procedures involved in High Ropes challenges.</p> <p>The equipment used in climbing.</p>	<p>Demonstrate the ability to listen, cooperate and compromise with group members.</p> <p>Participate in debriefing discussions following various activities.</p> <p>Demonstrate proper spotting techniques.</p> <p>Learn and build trust in their physical and emotional safety to others through a series of activities which involve asking some physical and/o emotional risks.</p> <p>Recite the necessary commands between the climber and the belayer that must be completed prior o a climb.</p> <p>Practice their rope skills and coil making skills to master the harness for climbing.</p> <p>The students will demonstrate the correct technique for tying various knots needed for participation in high ropes events.</p> <p>The students will practice the belaying technique with a partner on the ground.</p> <p>The students will identify and demonstrate the proper use of belaying equipment.</p> <p>The students will develop and demonstrate leadership skills</p>	<p>Disappearing Islands Chicken Baseball Trust Activities: (including but not limited to) Yurt Circle Ready Aim Fire Partner Fall Spotting Techniques The Gauntlet Minefield Blind Trust Walk Willow in the Wind Levitation Trust Falls</p> <p>Group Initiatives: (Including but not limited to) When Do I Go? Ship to Shore Stepping Stones The Meuse Pipeline Turnstile</p> <p>Ropes School Training: Rope Coil Square Knot Safety Knot Studebaker Knot</p> <p>Low Ropes Challenge Events: Horizontal Climbing Wall Mohawk Walk Whale Watch Swinging Tires Niches Spider Web</p>	<p>Adventure Curriculum for PE.</p> <p>Swiss Seat Rope/Harness</p> <p>Manufactured Harnesses</p> <p>Belay Ropes</p> <p>Carabineers Stich Plate and Pyramid Friction Belay Devices</p> <p>Helmets</p> <p>Gloves</p> <p>Head Camera</p>		<p>8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.1 8.1.8.C.1 Technology</p> <p>8.1.8.E.1 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.2</p> <p>Science 5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1</p> <p>LAL W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C W11-12.3.E W11-12.4 W11-12-6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1</p>	

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	<p>The responsibilities and commands of the climber as well as the person belaying the system.</p> <p>How to make a Studebaker wrap.</p> <p>How to do a Rope Coil.</p>	<p>The students will recite the necessary commands between the climber and belayer that must be completed before a climb begins.</p> <p>The students will demonstrate proper use and storage procedures for all climbing equipment.</p>	<p>Levitation Vertical Climbing Wall</p> <p>Manufactured Harness Training</p> <p>Explanation and Demonstration of climbing equipment</p> <p>High Elements: (Including but not limited to) Burma Bridge Catwalk Pirates Crossing Multi line traverse Centipede Jacob's ladder Vertical Playpen Lilly Pads Zip Line Pamper Pole Climbing Wall</p>			<p>RL11-12.2 RL11-12.4 RL11-12.5</p> <p>Math S-1C.1 S-1C.3 S-CP.1 S-CP.2</p>	

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Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
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CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Physical Education Grade: 9-12

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21 st Century Life & Careers
Team Sports	1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4		W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C	S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1			8.1.12.A.1 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.F.1 8.2.12.A.1	9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.C.4

			W11-12.3.E W11-12.4 W11-12.6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1 RL11-12.2 RL11-12.4 RL11-12.5						
Lifetime or Individual Activities	1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4		W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C W11-12.3.E W11-12.4 W11-12.6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1	S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1			8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.A.1 8.2.12.B.3 8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1	9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4
Lifetime or Individual Activities			RL11-12.2 RL11-12.4 RL11-12.5					8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.2	
Physical Fitness and Wellness	1.1.12.a.1 1.2.12.a.1 1.3.12.a.1 1.3.12.a.2 1.1.12.a.4								9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.C.4
Developmental or Recreational Games	1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4		W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A	S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1			8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2	9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4

			W11-12.3.C W11-12.3.E W11-12.4 W11-12-6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1					8.2.12.A.1 8.2.12.B.3 8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1	
Project Adventure	1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4		W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C W11-12.3.E W11-12.4 W11-12-6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1	S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1			8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.A.1 8.2.12.B.3 8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1	9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.C.4

***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).

Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.