

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: SECONDARY ADAPTED PHYSICAL EDUCATION 6-12

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Description:

Adapted Physical Education is an individualized program alternative to a regular Physical Education class. Students may be placed in Adapted Physical Education on the basis of physical limitations, motor ability and physical performance. The developmental portion of the program includes students with low motor ability, nutritional abnormalities or postural deficiencies. The adaptive portion includes students with orthopedic conditions, problems of a medical nature, perceptual motor disorders, or students convalescing after surgery/illnesses or pregnancy. This Course of Study includes State Core Proficiencies of Comprehensive Health and Physical Education. Adapted Physical Education meets all Physical Education requirements for graduation.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*

Barbara E. Marciano: *Director of Elementary Education*

Jack McGee: *Director of Secondary Education*

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Revised: _____

BOE Approval: AUGUST, 2013

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: SECONDARY ADAPTED PHYSICAL EDUCATION (6-12)

I. CLASSWORK REQUIREMENTS

A. **Preparation:** All students will dress in appropriate Physical Education attire. (Shorts, tee shirt, socks, sweat shirts, sweat pants and sneakers.)

-Cut-off shorts, one-piece outfits, bicycle pants, stretch pants, jeans and soft soled shoes are not acceptable.

-For safety purposes, no jewelry will be permitted to be worn during classes.

-Unacceptable preparation will be addressed in the following manner:

a. First time unprepared-loss of 5 points

b. Second time unprepared-loss of 5 points

c. Third time unprepared-loss of 5 points

d. Fourth time and any subsequent instances of being unprepared-loss of 10 points

A combination lock will be issued to all students to secure personal belongings and school supplies in an assigned locker during the class period.

II. ATTITUDE & BEHAVIOR

A. Students will demonstrate acceptable behavior through:

-Cooperation and courteous behavior toward each other and the teacher.

-Displaying good sportsmanship.

-Respect for fair play in context with the rules of the game.

-Following directions, self-control, self-responsibility and manners.

III. COURSE OBJECTIVES/OVERVIEW

- A. **COURSE CONTENT:** Students will exhibit basic knowledge including, fundamental skills, rules and basic strategies.
- B. **SKILLS:** Students will demonstrate basic motor abilities, fundamental sports skills and an increase in fitness levels.
- C. **APPRECIATION OF CONCEPTS:** Students will appreciate the value of physical activity in achieving and maintaining physical fitness and as a means of promoting worthy use of leisure time.

IV. ATTENDANCE

Refer to Board of Education Policy

V. GRADING PROCEDURES

Participation and Preparation compromise 60% of the student's grade.

Written Assessments compromise 20% of the student's grade.

Skill Assessments compromise 20% of the student's grade.

VI. EXCUSE FROM PARTICIPATION

Parent Excuse: A student may be excused from participation in Physical Education class by sending an email to PE teacher or presenting a note signed by a parent or guardian. This note is valid for one day only. A student may only use 2 parent notes for consecutive days.

Medical Excuse: A student may be excused from participation for an extended period of time only with a written note from a doctor.

MAJOR UNITS OF STUDY

Course Title: SECONDARY ADAPTED PHYSICAL EDUCATION (6-12)

- I. PHYSICAL FITNESS**
- II. TEAM AND RECREATIONAL SPORTS**
- III. PERCEPTUAL MOTOR: Movement and Dance**
- IV. PROBLEM SOLVING AND CHALLENGE ACTIVITIES**

UNIT OVERVIEW

Course Title: SECONDARY ADAPTED PHYSICAL EDUCATION

Unit #: UNIT 1 OVERVIEW

Unit Title: PHYSICAL FITNESS

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.

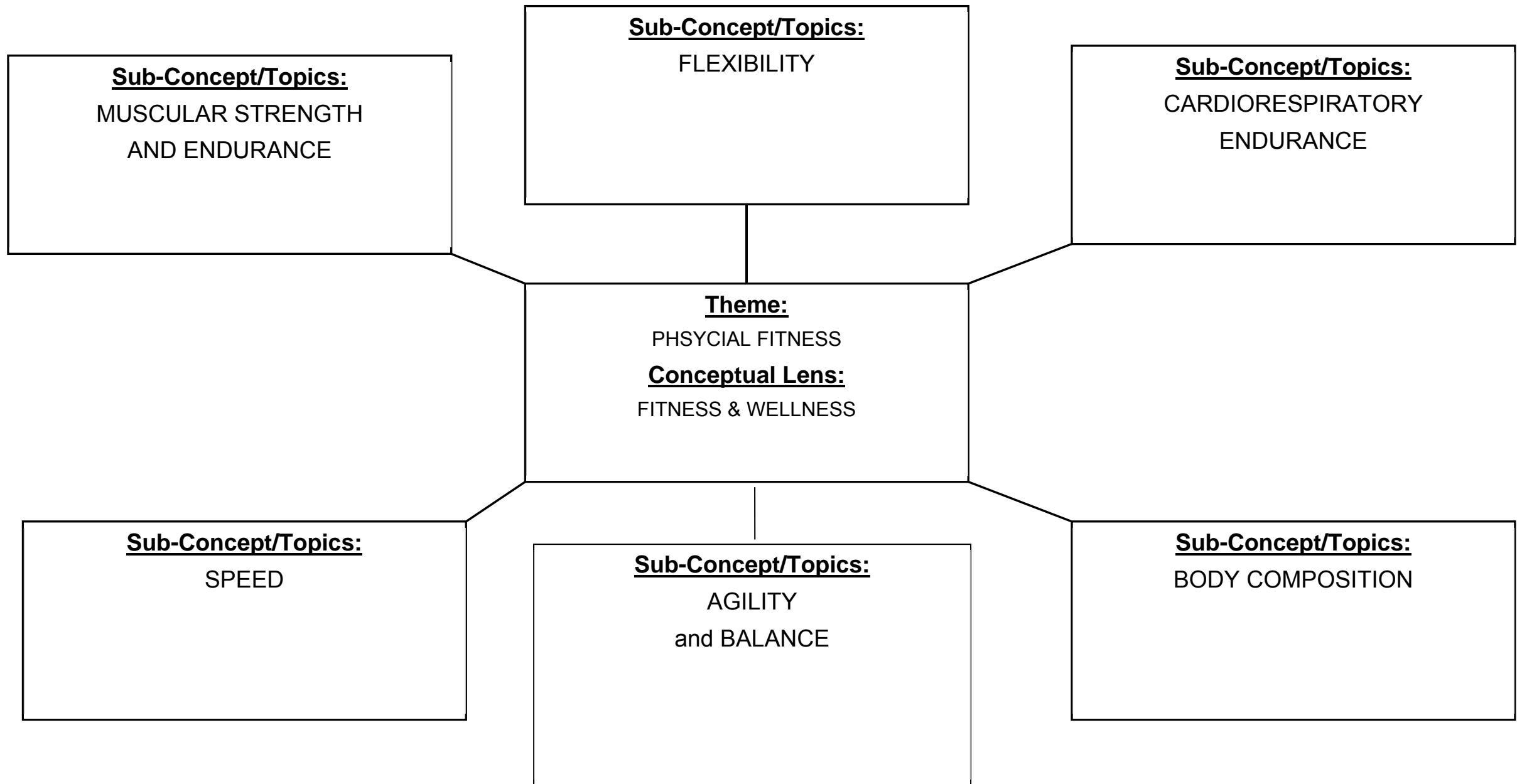
1. Demonstrate proper technique when performing a fitness related activity.
2. Perform fundamental motor skills
3. Recognize the need for a cool down period and recovery heart rate.
4. Develop a personalized exercise program that will fit their schedule, budget, lifestyle, needs, etc.
5. Determine the 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:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How does physical activity, healthy eating and body composition relate to personal fitness and health?	1. Being physically fit is a great strategy for improving and maintaining personal health through all stages of life.	1.1 What are some benefits of being physically active throughout your life? 1.2 Name three actions you can take to set up a fitness plan for yourself?
2. How can a person assess their fitness level?	2.1 There are five elements of fitness used to assess and improve your fitness level. 2.2 There are different exercises to improve different elements of fitness.	2.1 Explain the five elements of fitness. 2.2 What exercises improve the five elements of fitness? .

3. What factors should one consider when developing a personal fitness plan?	3. Knowing and applying training principles of FITT will help enhance personal fitness levels, performance and health status.	3.1 What is the difference between skill-related fitness and health-related fitness? 3.2 What is the FITT principle?
4. What Fitness adaptations are necessary for people with medical and physical conditions?	4. People with disabilities and medical conditions can be physically fit with proper adaptations.	4. What are some ways to adapt fitness activities?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: SECONDARY ADAPTED PHYSICAL EDUCATION (6-12)
Unit Number/Title: #1 – PHYSICAL FITNESS
Conceptual Lens: FITNESS & WELLNESS
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.2.8.E.1</u>	<u>2.6.8.A.4</u>	<u>2.1.8.B.2</u>	<u>2.5.12.C.3</u>
<u>2.6.8.A.1</u>	<u>2.6.8.A.5</u>	<u>2.5.12.A.2</u>	
<u>2.6.8.A.2</u>	<u>2.1.8.B.1</u>	<u>2.5.12.B.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> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>PRE/POST FITNESS GRAM ASSESSMENT (Medicals: areas approved by physician)</p> <p>I. Muscular Strength and Endurance</p> <p>A. Weight training</p> <ol style="list-style-type: none"> 1. Lower extremity 2. Trunk (abdominals/back) 3. Upper Extremity <p>II. Flexibility</p> <ol style="list-style-type: none"> 1. Static 2. Dynamic <p>III. Cardio respiratory Endurance</p> <ol style="list-style-type: none"> 1. Maximum and Target Heart Rate 2. Breathing Techniques <p>IV. Speed</p> <p>V. Agility & Balance</p> <p>vi. Body Composition</p> <ol style="list-style-type: none"> 1. BMI 2. % Body Fat 	<p>Fitness will effect body composition and health, Fitness tests to assess fitness levels (Fitness Gram)</p> <p>-5 Elements of Fitness</p> <ul style="list-style-type: none"> - muscular endurance -muscular strength -cardio respiratory endurance -flexibility - body composition <p>-Aerobic & anaerobic Exercise</p> <p>-Flexibility and Injury Prevention</p> <p>-Difference between static and dynamic flexibility.</p> <p>-Improvement of agility and balance as it relates to daily activity and sport skills.</p> <p>-difference between % body fat and BMI</p>	<p>-Summarize the potential short term and long term physical, social and emotional benefits of regular physical activity.</p> <p>-Demonstrate proper technique and form while performing strength and endurance exercises.</p> <p>-List health risks of poor eating habits.</p> <p>-Define and explain the 5 elements of physical fitness.</p> <p>-Know how the 5 elements of fitness can help you assess and improve your fitness level.</p> <p>-Recognize the influence of body composition on fitness.</p> <p>-Describe ways to achieve a healthy body composition through healthy eating and physical activity.</p>	<p>Individual instruction, modification, and/or Physician prescribed activities for those students with conditions such as:</p> <ol style="list-style-type: none"> 1. Asthma, Cystic Fibrosis and other Breathing issues. 2. Blind & visually impaired 3. Hearing Impaired 4. Learning Disabilities 5. Low Motor ability 6. Low Physical Vitality 7. Medical Conditions 8. Motor Disability 9. Nutritional Deficiencies 10. Orthopedic Injury/Post op Rehab 11. Postural Abnormalities 12. Emotional Disorders 13. Autism Spectrum 14. Neurological and brain injuries <p>-Develop a personal fitness program that will fit their schedule, budget, lifestyle and needs.</p> <p>-Current Events</p> <p>-Teacher made activities</p>	<p>FitnessGram</p> <p>Teacher made activities and worksheets</p> <p>Web activities</p> <p>Projects</p> <p>Fitness Zone Handbook</p> <p>Teen health course 2&3</p> <p>Weight training equipment</p> <ul style="list-style-type: none"> -weight machines -dumbbells - kettle bells -therabans -medicine balls -Tension Machine -TRX-suspension training system <p>Cardio equipment:</p> <ul style="list-style-type: none"> -Treadmill -Elliptical -Rowing machine -Stationary bikes -Arm Bikes -Steppers <p>Other equipment:</p> <ul style="list-style-type: none"> -Therapy balls -Bosu -Balance disc 	<p>FitnessGram</p> <p>Internet</p> <p>Power point presentation</p> <p>Eboard</p> <p>Netbook</p> <p>Wii fit</p>	<p><u>Phys Ed</u></p> <p>2.5.8.B.2</p> <p>2.5.8.B.3</p> <p><u>Health</u></p> <p>2.1.8.B</p> <p>2.6.8.A</p> <p>2.2.8.E</p> <p><u>Science</u></p> <p>5.1.8.A.1</p> <p>5.1.8.A.2</p> <p>5.1.8.C.3</p> <p>5.1.8.D.1</p> <p><u>Tech Literacy</u></p> <p>8.1.8.A.1</p> <p>8.1.8.B.1</p> <p><u>Math</u></p> <p>S.IC.3</p> <p><u>Language Art</u></p> <p>RI.CCR.8.1</p> <p>RI.CCR.8.2</p> <p><u>Career Ed./</u></p> <p><u>Life Skills</u></p> <p>9.1.8.A.1</p> <p>9.1.8.A.2</p>	<p><u>Formative Assessments:</u></p> <p>Teacher Observation</p> <p>Participation</p> <p>Observation</p> <p>Questioning strategies</p> <p>Class work</p> <p>Homework</p> <p>Group work</p> <p>Self and peer Assessment</p> <p>Daily Activity Log</p> <p><u>Summative Assessment(s)</u></p> <p>Teacher made tests and quizzes</p> <p>Projects</p> <p>Critical Thinking questions</p> <p>Benchmark tests</p> <p>Health Assessment</p> <p>FitnessGram report</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)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
VII. Track and Field 1. Running 2. Jumping 3. Field Events	-Fitness skills needed to participate in Track and Field events	-Understand the difference between aerobic and anaerobic exercise. -Distinguish which common exercises measure each of the fitness components. -Describe ways you can fit more physical activity into your daily life. -take their own pulse. -Calculate heart rate range (maximum heart rate/ exercise heart rate) -use the exertion scale -recognize the need for cool-down period and recovery heart rate. -assess your progress in meeting fitness goals. -perform static and dynamic flexibility exercises prior to and after workout or activity. -apply FITT training principle to establish a progression of activity that will improve each component of fitness. -Calculate % body fat and BMI -Develop a personal fitness program that will fit their	-Health Inventory Assessments <u>Method of Adaptation</u> -. Weight Training <input type="checkbox"/> Teacher supervised activity <input type="checkbox"/> Individualized program <input type="checkbox"/> Modified grips and techniques SUGGESTED ADAPTION OF ACTIVITIES Aerobics/Agility/Balance/Yoga <input type="checkbox"/> Slow pace <input type="checkbox"/> Reduced number of actions <input type="checkbox"/> Changed locomotor patterns Obstacle Course <input type="checkbox"/> Greater time limit <input type="checkbox"/> Partner assistance <input type="checkbox"/> Lower obstacles . Physical Fitness <input type="checkbox"/> Modify goals or time requirements based on health problems, disabilities, or limitations. <input type="checkbox"/> Modification in technique <input type="checkbox"/> Increased rest periods 17. Project Adventure <input type="checkbox"/> Greater time limit <input type="checkbox"/> Partner assistance <input type="checkbox"/> Lower obstacles 18. Relays <input type="checkbox"/> Shorter distances <input type="checkbox"/> Integration of teams <input type="checkbox"/> Modification of skills <input type="checkbox"/> Teacher assistance	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 Health and Physical Education www.nj.gov/education/aps/ccs/chpe/standards.htm Partnership for 21st Century Skills www.21stcenturyskills.org National Association for Sport and PE Stillwell, Jim M., Willgoose, Carl E., Physical Education Curriculum, Waveland press, Inc.(2005)		9.1.8.B.1 9.1.8.D.1 2.5.12.A.2 2.5.12.B.3 2.5.12.C.3	

<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 Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		<p>schedule, budget, lifestyle and needs.</p> <p>Incorporate Fitness skills into Track and Field Activities.</p>	<p>. Relays</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shorter distances <input type="checkbox"/> Integration of teams <input type="checkbox"/> Modification of skills <input type="checkbox"/> Teacher assistance <p>Track and Field</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify distances <input type="checkbox"/> Simplify techniques <input type="checkbox"/> Partner assistance 	<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>FitnessGram.com</p> <p>www.pecentral.org</p> <p>www.aahperd.org</p> <p>www.sportime.com</p> <p>Internet Resources and Websites</p>			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Methods of adaptation:* Equipment Procedure Skill Sequence Facilities	Most proficient learners: -Assign leadership role in group activities -Assign outside research pertaining to the unit. Sources may include internet, additional text and video.	Methods of adaptation: Equipment Procedure Skill Sequence Facilities	Methods of adaptation: Equipment Procedure Skill Sequence Facilities
*See specific unit plans for specific adaptations			IEP
Physician prescribed exercises			PT
504 Plans			OT
<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. • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<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 complex 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. • Provide modified tests and/or additional time for written assessments and/or allow students to use the study guide if necessary for the student to be successful. • Allow students to take assessments with CST guidance counselor, if necessary.

UNIT OVERVIEW

Course Title: SECONDARY ADAPTED PHYSICAL EDUCATION (6-12)

Unit #: UNIT 2 OVERVIEW

Unit Title: TEAM AND RECREATIONALSPORTS

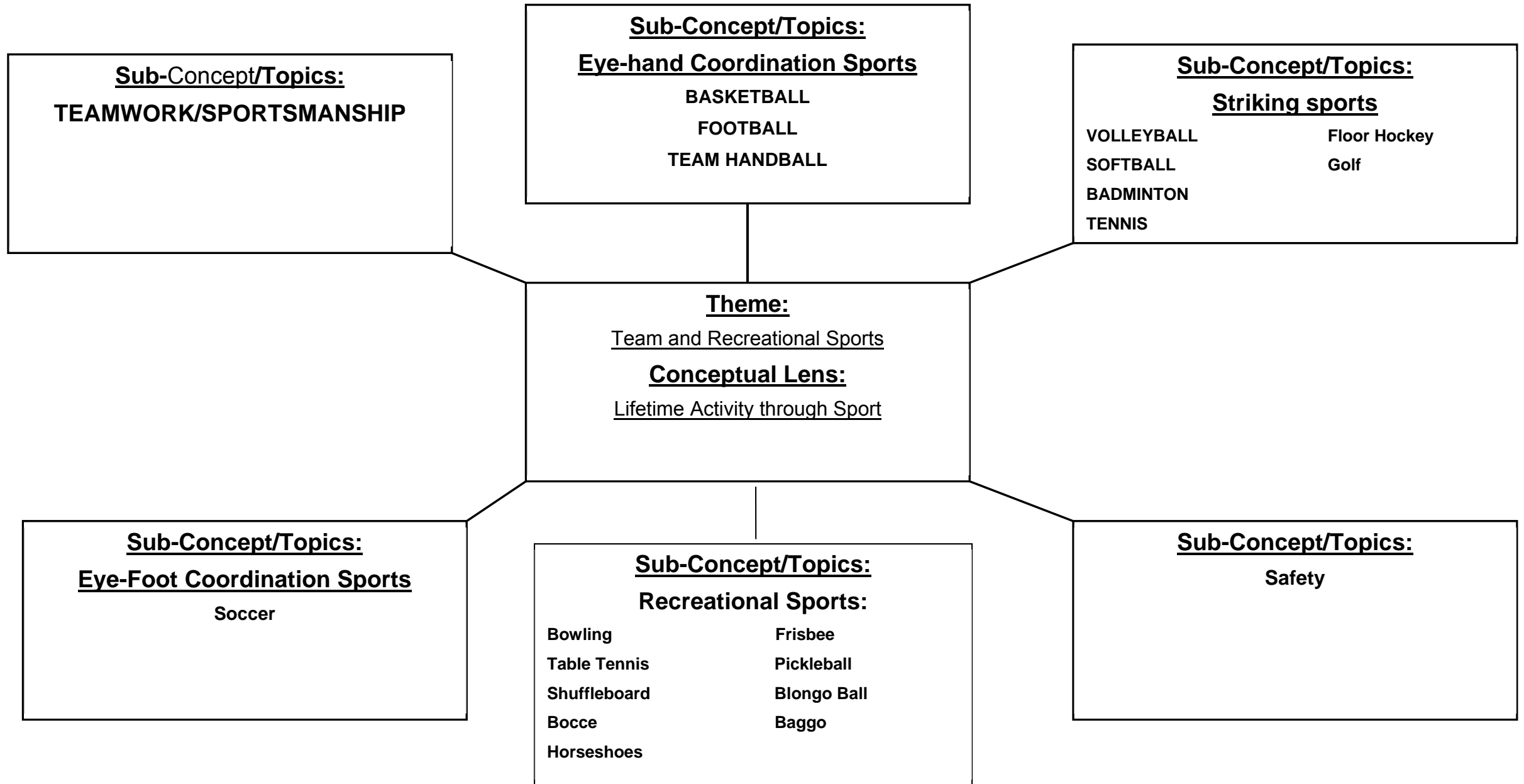
Unit Description and Objectives:

Upon completion of these activities students will understand the basic fundamentals and rules of team activities 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. 1. How does practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event?	1. . Group success includes safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	1.1 What does it means to demonstrate good sportsmanship? 1.2 How do applying proper rules and procedures for specific games, sports, and other competitive activities enhance participation and safety?
2. How do the components of fitness contribute to personal health as well as motor skill performance?	2. Participating in moderate to vigorous age appropriate activities will help to improve the level of health and skill related fitness.	2.1 What are the physical, social and mental benefits of participating in team and lifetime sports and activities?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Secondary Adapted Physical Education
Unit Number/Title: #2 Team and Recreational Sports
Conceptual Lens: Lifetime Activity through Sport
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
2.5.5.C.1	2.5.8.C.1		
2.5.6.C.2	2.6.6.A.2		
2.5.8.C.2			

<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 Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>I. Teamwork Sportsmanship</p> <p>II. Eye-Hand Coordination sports:</p> <p>A. Basketball</p> <p>1. Skills</p> <p style="padding-left: 20px;">A. Ball handling</p> <p style="padding-left: 20px;">B. Pass/Catch</p> <p style="padding-left: 20px;">C. Shooting</p> <p style="padding-left: 20px;">D. Defense</p> <p>2. Rules</p> <p>3. Strategies</p> <p>4. Adaptation</p> <p>B. Football</p> <p>1. Skills</p> <p style="padding-left: 20px;">A. Ball handling</p> <p style="padding-left: 20px;">B. Pass/catch</p> <p style="padding-left: 20px;">C. Defense</p> <p>2. Rules</p> <p>3. Strategies</p> <p>4. Adaptation</p> <p>C. Team Handball</p> <p>1. Skills</p> <p style="padding-left: 20px;">A. Throw/catch</p> <p style="padding-left: 20px;">B. Defense</p> <p>2. Rules</p> <p>3. Strategies</p> <p>4. Adaptation</p>	<p>-basic skills used in various team and individual sports.</p> <p>-basic knowledge of defensive skills in various team and individual sports.</p> <p>-knowledge of basic rules in various team and individual sports.</p> <p>-basic game strategies for various team and individual sports.</p> <p>-safety rules for each team and individual sport.</p>	<p>-demonstrate basic components of :</p> <p>-throwing</p> <p>-catching</p> <p>-ball handling</p> <p>-kicking</p> <p>-dribbling</p> <p>-striking</p> <p>-shooting</p> <p>-passing</p> <p>-Incorporate basic skills learned into a game situation.</p> <p>-Demonstrate basic defensive moves for various team and individual sports.</p> <p>-Demonstrate ability to follow rules for various team and individual sports.</p> <p>-Demonstrate basic strategies while participating in various team and individual sports.</p> <p>-Demonstrate and understanding of safety rules in various team and individual sports.</p>	<p>- Warm-up activities – daily warm-up activities should include aerobic activity, both Dynamic and Static Stretching, followed by muscle strengthening and endurance.</p> <p>- Group discussion/teacher lecture.</p> <p>- Study guides.</p> <p>- Teacher demonstration.</p> <p>- Student volunteer modeling (highly skilled players./from Reg PE)</p> <p>- Individual skills/drills</p> <p>- Partner skills/drills.</p> <p>- Group skills/drills.</p> <p>- Offensive/defensive skills/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>-</p> <p>- Students officiate games.</p> <p style="padding-left: 20px;">- Ability grouping and differentiated instruction.</p>	<p>-Sport specific equipment</p> <p>-Cones</p> <p>-Pinnies</p> <p>-Stopwatches</p> <p>-Written tests</p> <p>-Study Guides</p> <p>Teacher made activities and worksheets</p> <p>Web activities</p> <p>Projects</p> <p style="text-align: center;">American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aahperd.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</i></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 Mobile Devices</p> <p>Web Tools</p> <p>Video Conferencing</p>	<p><u>Health</u></p> <p>2.1.8.B</p> <p>2.6.8.A</p> <p>2.2.8.E</p> <p><u>Science</u></p> <p>5.1.8.A.1</p> <p>5.1.8.A.2</p> <p>5.1.8.C.3</p> <p>5.1.8.D.1</p> <p><u>Tech Literacy</u></p> <p>8.1.8.A.1</p> <p>8.1.8.B.1</p> <p><u>Math</u></p> <p>S.IC.3</p> <p><u>Language Art</u></p> <p>RI.CCR.8.1</p> <p>RI.CCR.8.2</p> <p><u>Career Ed./ Life Skills</u></p> <p>9.1.8.A.1</p> <p>9.1.8.A.2</p> <p>9.1.8.B.1</p> <p>9.1.8.D.1</p> <p>2.5.12.A.2</p> <p>2.5.12.B.3</p>	<p><u>Formative Assessments:</u></p> <p>Teacher Observation</p> <p>Participation</p> <p>Observation</p> <p>Questioning strategies</p> <p>Class work</p> <p>Homework</p> <p>Group work</p> <p>Self and peer Assessment</p> <p>Daily Activity Log</p> <p><u>Summative Assessment(s)</u></p> <p>Teacher made tests and quizzes</p> <p>Projects</p> <p>Critical Thinking questions</p> <p>Benchmark tests</p> <p>Health Assessment</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)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>III. Eye-Foot Coordination Sports:</p> <p>A. Soccer</p> <ol style="list-style-type: none"> 1. Skills <ol style="list-style-type: none"> A. Ball handling B. Passing/Trapping C. Kicking/Shooting D. Defense 2. Rules 3. Strategies 4. Adaptation <p>B. Kickball</p> <ol style="list-style-type: none"> 1. Skills <ol style="list-style-type: none"> A. Throw/catch B..Defense 2. Rules 3. Strategies 4. Adaptation <p>IV. Striking sports:</p> <p>A. Volleyball</p> <ol style="list-style-type: none"> 1. Skills <ol style="list-style-type: none"> A. Serve B. Bump C. Set 2. Rules 3. Strategies 4. Adaptation <p>B. Softball</p> <ol style="list-style-type: none"> 1. Skills <ol style="list-style-type: none"> A. Throw/catch B. Batting C. Base running 2. Rules 		<ul style="list-style-type: none"> - Display good sportsmanship - Mentally prepare for participation - Use skills learned in one sport and apply them in another - Practice for improvement - Participate effectively and to the best of their ability without using performance enhancing substances - Modify sports rules, space, equipment, and strategies for indoor play 	<p>METHODS OF ADAPTION</p> <p>Equipment Procedures Skill Sequence Facilities</p> <p>1. Suggested Equipment Adaptations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large/lighter bat <input type="checkbox"/> Use of Velcro <input type="checkbox"/> Larger goals/targets <input type="checkbox"/> Lower goals/targets <input type="checkbox"/> Lower nets <input type="checkbox"/> Scoops for catching <input type="checkbox"/> Balls in various sizes, weights, colors, and textures. <p>2. Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling of activity <input type="checkbox"/> Patterns assistance <input type="checkbox"/> Changes in time limits <input type="checkbox"/> Oral prompting <input type="checkbox"/> Changes in space requirements <input type="checkbox"/> Changes in rules <input type="checkbox"/> Changing position from standing to sitting when necessary <input type="checkbox"/> Slowing pace of the activity <input type="checkbox"/> Provision for increased rest period <input type="checkbox"/> Use of different body parts <input type="checkbox"/> Use of students to assist <p>3. Skill Sequence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mirroring of skill <input type="checkbox"/> Skills broken down into very small parts <input type="checkbox"/> Teacher/aide assistance with movement <input type="checkbox"/> Simplified patterns 	<p><i>Physical Education.</i> Reston, VA</p> <p>New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education 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>		2.5.12.C.3	

<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 Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>3. Strategies 4. Adaptation</p> <p>C. Badminton 1. Skills A. Serve B. Striking C. Rally techniques 2. Rules 3. Strategies 4. Adaptation</p> <p>D. Tennis 1. Skills A. Serve B. Striking C. Rally techniques 2. Rules 3. Strategies 4. Adaptation</p> <p>E. Floor Hockey: 1. Skills A. Stick Handling B. Dribbling C. Pass/shoot D. Defense 2. Rules 3. Strategies 4. Adaptation</p> <p>F. Golf 1. Skills A. Grip B. Swing/hit C. Putting 2. Rules 3. Strategies 4. Adaptation</p>			<p>4. Facilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decreased fields or court distance <input type="checkbox"/> Decrease of playing area <input type="checkbox"/> Well-defined boundaries <p>SUGGESTED ADAPTION OF ACTIVITIES</p> <p>- Basketball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of various size balls <input type="checkbox"/> Use of large, lower, or various goals <input type="checkbox"/> Allow steps with ball <input type="checkbox"/> Allow 2 hand dribbling <input type="checkbox"/> Slow the pace of the game <input type="checkbox"/> Allow student in wheelchair to hold ball in legs <input type="checkbox"/> Disregard second violation <p>- Bowling</p> <ul style="list-style-type: none"> <input type="checkbox"/> Simplify or reduce number of approach steps <input type="checkbox"/> Use of 2 hands <input type="checkbox"/> Remain at a stationary position <input type="checkbox"/> Use of ramps <input type="checkbox"/> Use of partners <input type="checkbox"/> Allow seated position when applicable <input type="checkbox"/> Give continuous verbal cues, i.e. talk them through it <p>- Flag Football</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a larger, softer football <input type="checkbox"/> Modifications to football, i.e. handle on ball <input type="checkbox"/> Modification of rules and distance <p>- Frisbee</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 FitnessGram.com</p> <p>www.pecentral.org</p> <p>www.aahperd.org</p> <p>www.sportime.com</p> <p>Internet Resources and Websites</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)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>V. Recreational Games/Activities:</p> <ol style="list-style-type: none"> 1. Skills 2. Rules 3. Strategies 4. Adaptation <p>A. Bowling B. Table Tennis C. Shuffleboard D. Horseshoes E. Bocce F. Frisbee G. Pickleball H. Blongo Ball I. Baggo J. Juggling/Cup stacking</p> <ol style="list-style-type: none"> 1. Olympic Unit See Reg. PE Curriculum 2. Safety <p>VIII. Sportsmanship</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Use of a foam frisbee <input type="checkbox"/> Change size of the field <input type="checkbox"/> Closer larger target <p>- Golf</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of club with larger head <input type="checkbox"/> Use of shorter, lighter clubs <input type="checkbox"/> Use of larger ball <input type="checkbox"/> Use of tee on all shots <p>- Handball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of larger ball <input type="checkbox"/> Decrease court/field size <input type="checkbox"/> Use of larger goal <p>-.Floor Hockey</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of softer, larger equipment (Pillow Polo) <input type="checkbox"/> Smaller playing area <input type="checkbox"/> Larger goal <p>-. Horseshoes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shorter distance <input type="checkbox"/> Larger horseshoe <p>- Juggling/Cup Stacking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of balloons <input type="checkbox"/> Use of lighter, larger, softer balls/bean bags - Juggling scarves <p>-. Kickball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stationary back of ball <input type="checkbox"/> Allow kicker to sit in chair when needed <input type="checkbox"/> Decrease of base distance <input type="checkbox"/> Use of larger bases <input type="checkbox"/> Increase of ball size <input type="checkbox"/> Adapt rules for outs or strike outs <input type="checkbox"/> Use of wheelchair to propel ball 				

<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 Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
			<input type="checkbox"/> Positioning of players based on disabilities - Racquet & Paddle: Activities <input type="checkbox"/> Larger paddles <input type="checkbox"/> Larger ball <input type="checkbox"/> Lower net Brightly colored balls <input type="checkbox"/> Hit ball off a tee <input type="checkbox"/> Allow drop serve <input type="checkbox"/> Modify rules, i.e. allowing bounces <input type="checkbox"/> Replace badminton shuttle court with balloons. <input type="checkbox"/> Reduce court size - Shuffleboard <input type="checkbox"/> Decrease distance <input type="checkbox"/> Larger court - Soccer <input type="checkbox"/> Reduce playing area <input type="checkbox"/> Use of deflated ball, “nerf” ball or playground ball <input type="checkbox"/> Use of walking instead of running' <input type="checkbox"/> Limit areas of movement <input type="checkbox"/> Wheelchair student can carry ball or propel with chair - Softball <input type="checkbox"/> Use of larger, or smaller bats <input type="checkbox"/> Use of velcro balls and mitts <input type="checkbox"/> Use of softer ball or whiffle ball or whiffle bats <input type="checkbox"/> Use of batting tees <input type="checkbox"/> Shortened pitching and base distance <input type="checkbox"/> Allow student in wheelchair to push ball off tee				

<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 Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
			<ul style="list-style-type: none"> <input type="checkbox"/> Positioning of players based on disabilities <input type="checkbox"/> Larger, more distinguishable bases <input type="checkbox"/> Modify outs and strike-out rules <p>- Volleyball</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of balloons, beach balls, or other larger, lighter balls <input type="checkbox"/> Allow players to catch ball <input type="checkbox"/> Allow players to throw ball <input type="checkbox"/> Reduce height of net <input type="checkbox"/> Reduce size of playing court <input type="checkbox"/> Allow ball to bounce <p>Olympic Unit – See Reg PE curriculum – see above modifications for each sport as well as Physician restrictions and modifications.</p>				

Unit Modifications for Special Population Students:

Struggling Learners			
Methods of adaptation:* Equipment Procedure Skill Sequence Facilities	Most proficient learners: -Assign leadership role in group activities -Assign outside research pertaining to the unit. Sources may include internet, additional text and video.	Methods of adaptation: Equipment Procedure Skill Sequence Facilities	Methods of adaptation: Equipment Procedure Skill Sequence Facilities
*See specific unit plans for specific adaptations			IEP
Physician prescribed exercises			PT
504 Plans			OT
<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. • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<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 complex 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. • Provide modified tests and/or additional time for written assessments and/or allow students to use the study guide if necessary for the student to be successful. • Allow students to take assessments with CST guidance counselor, if necessary.

UNIT OVERVIEW

Course Title: Adapted Physical Education 6-12

Unit #: UNIT 3 OVERVIEW

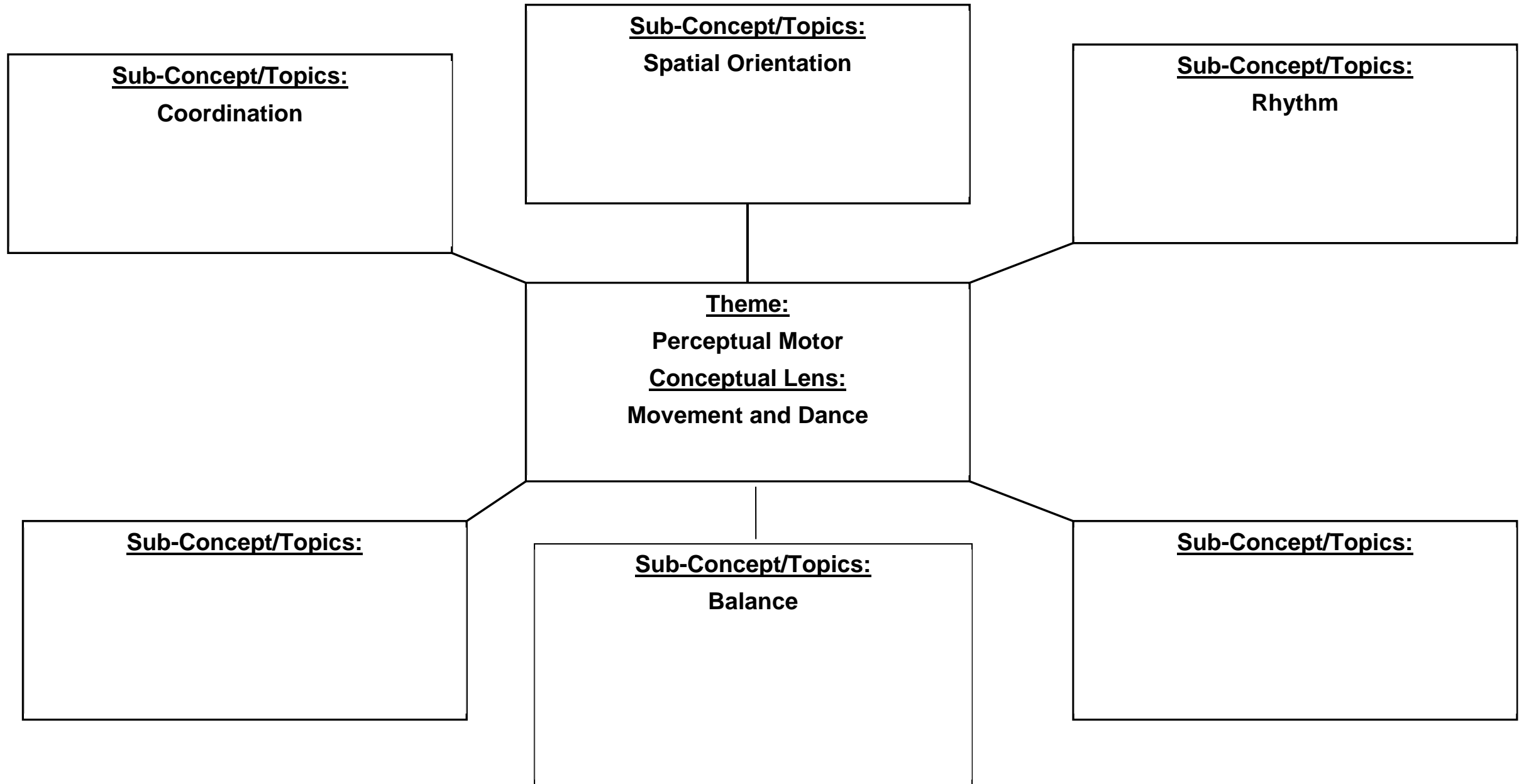
Unit Title: PERCEPTUAL MOTOR: Movement and Dance

Unit Description and Objectives:

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How can understanding movement concepts improve performance.	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.	1.1 What is the difference between health related and skill related fitness concepts. 1.2 How can you incorporate skill related fitness into movement and dance activities. 1.3 How can you incorporate health related fitness into movement and dance activities.
2. How can movement be interesting, fun and enjoyable?	2. Skill development involves an understanding of movement concepts, the underlying principles of physics as means to analyze movement performance and make adjustments.	2.1 How can make movement and dance activities that you will continue for a lifetime. .
3. How does my use of movement influence the movement of others?	3. Implementing movement principles such as space, speed, force, projection, and tempo, makes movement more effective and interesting.	3.1 When working in a group, how does your movement effect the movement of the group as a whole.

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Adapted Physical Education 6-12
Unit Number/Title: #3 Perceptual Motor
Conceptual Lens: Movement and Dance
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.5 A.1-7</u>	<u>2.6.B.2</u>		
<u>2.5 B.1-5</u>	<u>2.6.C.2</u>		
<u>2.5.D.1-2</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> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
1.Spatial Orientation A. Body Awareness B. Spatial concepts 2. Balance A. Static B. Dynamic 3.Coordination A. Eye-Hand B. Eye-foot 4.Rhythm A. Even B. Uneven C. Interpretive	1.Awareness of their body in space. 2.Use of spatial concepts 3.difference between static and dynamic balance. 4. the importance of eye-hand and eye-foot coordination in movement and dance. 5. how to recognize differences in rhythms, speed and tempo.	1.improve spatial orientation skills through body awareness in space. 2.improve spatial orientation through use of spatial concepts in physical activities. 3.improve static and dynamic balance through physical activity. 4.improve eye-hand and eye-foot coordination through movement activities and dance. 5. demonstrate rhythms and tempos to beats and music.	<u>Spatial Awareness:</u> 1.. Obstacle course a. Walking b. Running c. Wheelchair d. Scooters 2..Partner Patterning 3.Add on Patterning <u>Balance:</u> 1.Static – various balance activities a. two feet 1.eyes open 2.eyes closed b. one foot 1.eyes open 2.eyes closed c. vary surfaces 2.Dynamic – balance activities while performing various locomotor movements. 1. line 2.raised surface 3.low balance beam	Teacher made activities and worksheets Web activities Projects Stereo Music Aerobic Steps Bosu Balance Boards Balance beams Poly spots/shapes Cones Hula hoops Scooters Gym floor tape Mats Stacking cups Mini-hurdles Agility ladder Rebounder Mini-trampoline American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aahperd.org Centers for Disease Control and Prevention(2006) <i>Physical Education</i>	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	<u>Health</u> 2.1.8.B 2.6.8.A 2.2.8.E <u>Science</u> 5.1.8.A.1 5.1.8.A.2 5.1.8.C.3 5.1.8.D.1 <u>Tech Literacy</u> 8.1.8.A.1 8.1.8.B.1 <u>Math</u> S.IC.3 <u>Language Art</u> RI.CCR.8.1 RI.CCR.8.2 <u>Career Ed./</u> <u>Life Skills</u> 9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.D.1 2.5.12.A.2 2.5.12.B.3 2.5.12.C.3	<u>Formative Assessments:</u> Teacher Observation Participation Observation Questioning strategies Class work Homework Group work Self and peer Assessment Daily Activity Log <u>Summative Assessment(s)</u> Teacher made tests and quizzes Projects Critical Thinking questions Benchmark tests Health Assessment

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)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
			<p><u>Coordination:</u> 1.Incorporating eye-hand activities while balancing. a. Bosu – balance ball toss b Dunking bird/Star balance-one foot stance while changing level of upper body. c. Rebounds d. Balance boards</p> <p><u>Rhythms:</u> 1.Locomotor movements performed to music/beats 2.Aerobic activities to music/beats a. aerobic dance b .step aerobics c. zumba 3.Dance steps to music/beats a. line dances b. square dances c. social dance d. ballroom</p> <p>.Modifications <ul style="list-style-type: none"> ▪ Reduce speed ▪ Increased space between students for safety ▪ Modified ways to ride scooter ▪ Greater time limit ▪ Partner assistant ▪ Lower obstacles ▪ Shorter distance ▪ Modification of skill ▪ Teacher assistance ▪ Change locotmotor patterns </p>	<p><i>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 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>			

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			<ul style="list-style-type: none"> ▪ Modify body position ▪ Use different body parts ▪ Vary tempo ▪ Length/shorten time ▪ Provide frequent rest 	<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 FitnessGram.com</p> <p>www.pecentral.org</p> <p>www.aahperd.org</p> <p>www.sportime.com</p> <p>Internet Resources and Websites</p>			

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*See specific unit plans for specific adaptations			IEP
Physician prescribed exercises			PT
504 Plans			OT
<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. • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<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 complex 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. • Provide modified tests and/or additional time for written assessments and/or allow students to use the study guide if necessary for the student to be successful. • Allow students to take assessments with CST guidance counselor, if necessary.

UNIT OVERVIEW

Course Title: Adapted Physical Education 6-12

Unit #: UNIT 4 OVERVIEW

Unit Title: PROBLEM SOLVING AND CHALLENGE ACTIVITIES

Unit Description and Objectives:

To increase participants sense of personal competence, to increase mutual support within a group, to develop and increase level of agility and coordination.

To develop and improve a positive self –image and to develop an increased appreciation of the environment .

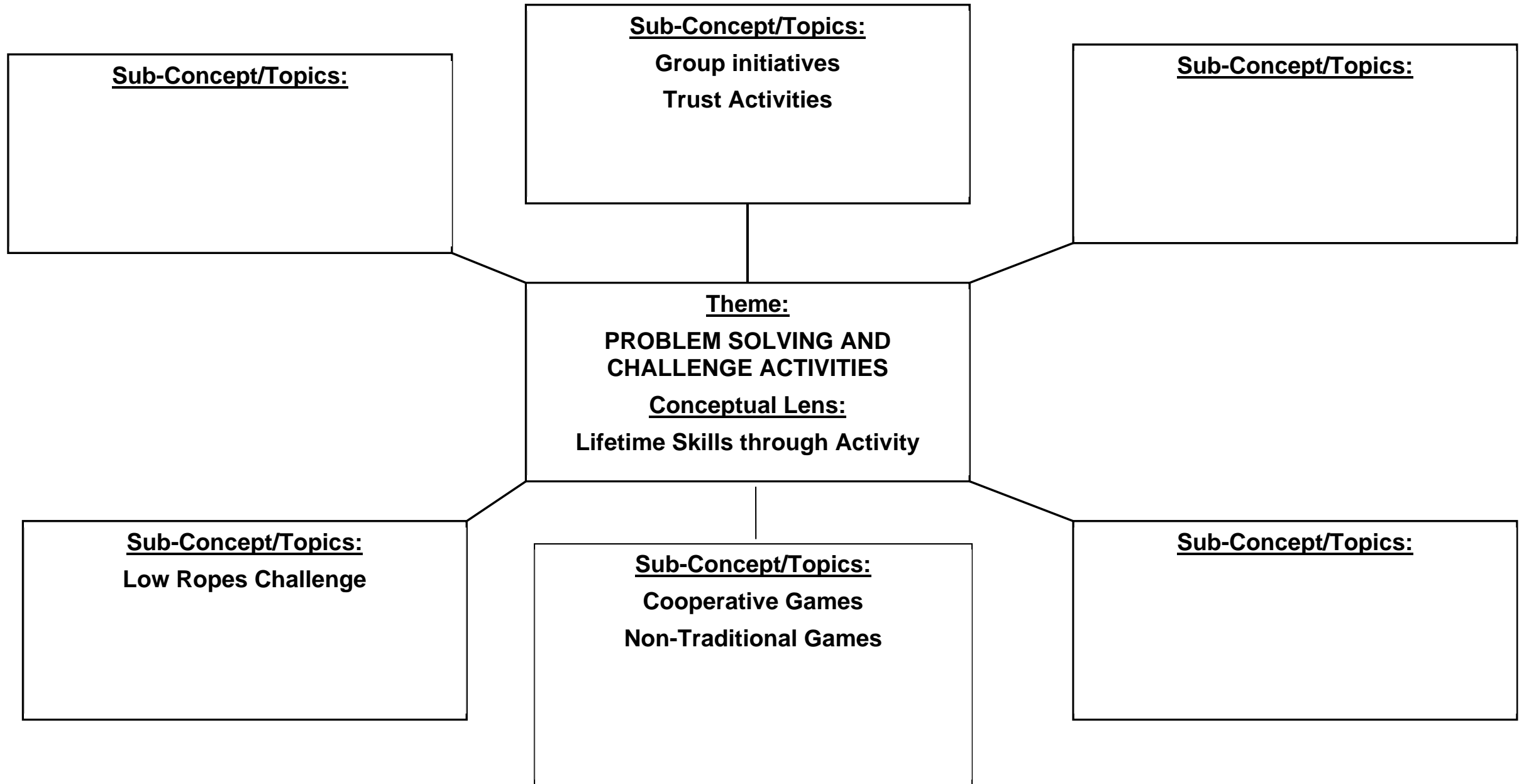
This is accomplished through a series of activities which includes cooperative and non-traditional group games, trust, activities, problem solving, initiatives and Low Challenge Ropes Course events.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How can cooperative games help in improving movement performance	1.1 Working cooperatively in a group can help complete problem solving tasks. 1.2 Participating in group activities can be enjoyable.	1.1 What is the purpose of cooperative games? 1.2 How do you become more comfortable with various forms of movement .
2. How can problem solving and cooperative games aid in life time skills.	2.1 Working cooperatively in a group requires trust 2.2 Working cooperatively in a group promotes teamwork	2.1 What are different ways we move in everyday life. 2.2 What cooperative skills can be developed through group activities?

		2.3 What leadership skills can be developed through group activities?
3. How can improving agility, strength and coordination help develop a positive self-image	3.1 Participating in activities that require agility, strength and coordination, can give a person a sense of self achievement.	3.1 Why does being physically fit help make you feel good about yourself?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Adapted Physical Education 6-12
Unit Number/Title: #4 PROBLEM SOLVING AND CHALLENGE ACTIVITIES
Conceptual Lens: Lifetime Skills Through Activities
Appropriate Time Allocation (# of Days): Individualized

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.5.6.A.2</u>	<u>2.5.6.B.2</u>		
<u>2.5.6.A.4</u>	<u>2.5.6.C.1</u>		
<u>2.5.6.B.1</u>	<u>2.5.6.C.2</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> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Cooperative and Non-Traditional Games 1.Ice breakers. Group Initiatives Trust Activities Low Rope Challenge Activities	Cooperative and non-traditional games as a means of students getting to know each other. Group initiatives are activities designed to teach problem solving and team building. Responsibilities involved in trust activities. Safety procedures in trust activities. The goals and explanation of challenges in the Low Rope activities. Safety procedures necessary in participating in the Low Ropes Course. Participating in challenge activities is a means for students to	Participate in activities that provide fun as a major component. Interact with group members in a non-threatening manner. Participate in activities to promote eye-hand and eye-foot coordination. Develop an attitude of good effort is seen as more important than success or failure. See themselves as more confident and capable in front of others. Play cooperatively with others. Demonstrate the ability to listen, cooperate, and compromise with group members. Learn to build trust in others through a series of activities which involve taking some emotional and physical risks	1. Project Adventure ☞ Greater time limit ☞ Partner assistance ☞ Lower obstacles Cooperative Games: -Partner Activities -Small Group Activities -Large Group Activities -Activities involving trust, teamwork, cooperation, and problem solving.	(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 Health and Physical Education www.nj.gov/education/aps/ccs/chpe/standards.htm	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	<u>Health</u> 2.1.8.B 2.6.8.A 2.2.8.E <u>Science</u> 5.1.8.A.1 5.1.8.A.2 5.1.8.C.3 5.1.8.D.1 <u>Tech Literacy</u> 8.1.8.A.1 8.1.8.B.1 <u>Math</u> S.IC.3 <u>Language Art</u> RI.CCR.8.1 RI.CCR.8.2 <u>Career Ed./</u> <u>Life Skills</u> 9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.D.1 2.5.12.A.2 2.5.12.B.3 2.5.12.C.3	<u>Formative Assessments:</u> Teacher Observation Participation Observation Questioning strategies Class work Homework Group work Self and peer Assessment Daily Activity Log <u>Summative Assessment(s)</u> Teacher made tests and quizzes Projects Critical Thinking questions Benchmark tests Health 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 Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	learn about themselves and group dynamics.			Partnership for 21st Century Skills www.21stcenturyskills.org National Association for Sport and PE Stillwell, Jim M., Willgoose, Carl E., Physical Education Curriculum, Waveland press, Inc.(2005) 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 JOHPERD, Journal of Physical Education, Recreation and Dance AAPAR, American Association for Physical Activity and Recreation AAHPERD, American Association of Physical Education, Recreation and Dance FGontheweb.com FitnessGram.com www.pecentral.org			

<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 Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
				www.aahperd.org www.sportime.com Internet Resources and Websites)			

Unit Modifications for Special Population Students:

Struggling Learners			
Methods of adaptation:* Equipment Procedure Skill Sequence Facilities	Most proficient learners: -Assign leadership role in group activities -Assign outside research pertaining to the unit. Sources may include internet, additional text and video.	Methods of adaptation: Equipment Procedure Skill Sequence Facilities	Methods of adaptation: Equipment Procedure Skill Sequence Facilities
*See specific unit plans for specific adaptations			IEP
Physician prescribed exercises			PT
504 Plans			OT
<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. • Provide extended time with instructor before or after school. • Provide study guide with highlighted sections to focus attention. 	<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 complex 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. • Provide modified tests and/or additional time for written assessments and/or allow students to use the study guide if necessary for the student to be successful. • Allow students to take assessments with CST guidance counselor, if necessary.

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Adapted Physical Education **Grade:** 6-12

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech. Literacy	Career Education/ Consumer, Family & Life Skills
Physical Fitness	1.1.2.A.4 1.1.5.A.4 1.1.8.A.4 1.3.2.A.3 1.3.5.A.1 1.3.5.A.4 1.3.5.A.5 1.3.8.A.1	2.5.5.C.1 2.5.6.C.2 2.5.8.C.1 2.5.8.C.2 2.6.6.A.2 2.5.8.B.2 2.5.8.B.3 2.5.8.C.3	W11.6.1.A W11.6.1.B W11.6.1.C W11.6.2.A W11.6.2.C W11.6.2.D W11.6.2.E W11.6.2.F W11.6.3.C W11.6.3.E RL-11-6.2 RL-11-6.4		5.1.8.B.2 5.1.4.C.3 5.1.8.C.2 5.1.4.D.1 5.1.8.D.1 5.1.8.D.3 5.2.4.E.2 5.2.6.E.1			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 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.	9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.B.2
Team Sports and Recreational Activities	1.1.2.A.4 1.1.5.A.4 1.1.8.A.4 1.3.2.A.3 1.3.5.A.1 1.3.5.A.4 1.3.5.A.5 1.3.8.A.1	2.5.5.C.1 2.5.6.C.2 2.5.8.C.1 2.5.8.C.2 2.6.6.A.2 2.5.8.B.2 2.5.8.B.3 2.5.8.C.3	W11.6.1.A W11.6.1.B W11.6.1.C W11.6.2.A W11.6.2.C W11.6.2.D W11.6.2.E W11.6.2.F W11.6.3.C W11.6.3.E RL-11-6.2 RL-11-6.4		5.1.8.B.2 5.1.4.C.3 5.1.8.C.2 5.1.4.D.1 5.1.8.D.1 5.1.8.D.3 5.2.4.E.2 5.2.6.E.1			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 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.	9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.B.2
Perceptual Motor	1.1.2.A.4 1.1.5.A.4 1.1.8.A.4 1.3.2.A.3 1.3.5.A.1 1.3.5.A.4 1.3.5.A.5 1.3.8.A.1	2.5.5.C.1 2.5.6.C.2 2.5.8.C.1 2.5.8.C.2 2.6.6.A.2 2.5.8.B.2 2.5.8.B.3 2.5.8.C.3	W11.6.1.A W11.6.1.B W11.6.1.C W11.6.2.A W11.6.2.C W11.6.2.D W11.6.2.E W11.6.2.F W11.6.3.C W11.6.3.E		5.1.4.C.3 5.1.8.C.2 5.1.4.D.1 5.1.8.D.1 5.1.8.D.3 5.2.4.E.2 5.2.6.E.1			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 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4	9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.B.2

			RL-11-6.2 RL-11-6.4					8.1.4.A.5 8.1.4.E.	
Problem Solving and Challenge Activities	1.1.2.A.4 1.1.5.A.4 1.1.8.A.4 1.3.2.A.3 1.3.5.A.1 1.3.5.A.4 1.3.5.A.5 1.3.8.A.1	2.5.5.C.1 2.5.6.C.2 2.5.8.C.1 2.5.8.C.2 2.6.6.A.2 2.5.8.B.2 2.5.8.B.3 2.5.8.C.3	W11.6.1.A W11.6.1.B W11.6.1.C W11.6.2.A W11.6.2.C W11.6.2.D W11.6.2.E W11.6.2.F W11.6.3.C W11.6.3.E RL-11-6.2 RL-11-6.4	CCSS.6.SP.A1 CCSS.6.SP.B.5a CCSS.6.SP.B.5b	5.1.4.C.3 5.1.8.C.2 5.1.4.D.1 5.1.8.D.1 5.1.8.D.3 5.2.4.E.2 5.2.6.E.1	6.3.4.A.4 6.3.4.D.1	7.1.NM.A.1 7.1.NM.A.4	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 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.	9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.B.2

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.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.