

<b>Course Title – Adaptive Physical Education</b>	
<b>Implement start year – 2018-2019</b>	
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<b>Unit #1 , topic – Safety, Sportsmanship, and Strategy</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to participate safely, strategically, and with good sportsmanship within the rules of activity.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2014 NJCCC Standard(s), Strand(s)/CPI #</b>  (http://www.state.nj.us/education/cccs/2014/chp)</p> <p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts  2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>B. Strategy  2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies</p> <p>C. Sportsmanship, Rules, Safety</p> <p>2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b>  (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</p> <p><input type="checkbox"/> Global Awareness  <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy  <input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Health Literacy  <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i>  <input checked="" type="checkbox"/> Creativity and Innovation  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i>  <input checked="" type="checkbox"/> Information Literacy  <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

<p>A. Fitness and Physical Activity 2.6. P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p>	<p><i>Life and Career Skills:</i>  <input checked="" type="checkbox"/> Flexibility and Adaptability  <input checked="" type="checkbox"/> Initiative and Self-Direction  <input checked="" type="checkbox"/> Social and Cross-Cultural Skills  <input checked="" type="checkbox"/> Productivity and Accountability  <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Employing strategy and teamwork is a benefit in not only sports but in other lifetime activities as well.</p> <p><i>EU 2</i> Rules, safety, and fair play in sports can be directly correlated to real life situations.</p> <p><i>EU 3</i> Proper etiquette and sportsmanship in an activity is equally as important as learning a given skill in an activity.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Why are strategy and teamwork in a given activity important?</li> <li>• What skills are most effective while implementing teamwork and collaboration?</li> <li>• How can strategy and teamwork benefit a person in other areas of their life besides sports?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What are the benefits of having rules in sports?</li> <li>• What behaviors should be exhibited to play a game safely and fairly?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• What are essential characteristics displayed in good sportsmanship?</li> <li>• How does sportsmanship change when participating in different activities?</li> </ul>
<p><b><u>Knowledge:</u></b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Strategies to increase game play performance.</li> <li>• How to integrate teamwork and strategy into activities.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How to apply safety concepts into lifetime activities.</li> </ul>	<p><b><u>Skills:</u></b> <i>Students will be able to . . .</i></p> <p><b>Basketball</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Apply the components of teamwork through interaction, communication, and cooperation between classmates.</li> <li>• Create space by using strategy techniques in a given situation.</li> </ul>

<ul style="list-style-type: none"> <li>• The terminology and rules for each activity.</li> <li>• Ways in which respecting the equipment and facilities will benefit their availability of usage.</li> <li>• Proper body position for each activity.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How to participate without endangering the safety of others.</li> <li>• Reasons why etiquette and sportsmanship are important.</li> </ul>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Apply terminology of scoring, rules, and regulations in practice, drills, and game situations.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Demonstrate safety procedures and care for equipment.</li> <li>• Apply proper etiquette and sportsmanship during the given activity.</li> </ul> <p><b>Pickle ball and Tennis</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Exhibit helpful communication and cooperation between doubles partners.</li> <li>• Demonstrate knowledge of offensive and defensive strategies in game play.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Applying terminology of scoring, rules, and regulations in practice, drills, and game situations.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Demonstrate safety procedures and care for equipment.</li> <li>• Apply proper etiquette and sportsmanship during the given activity.</li> </ul>
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**Stage 2 – Assessment Evidence**

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Peer to peer communication
- Demonstration of skill

- Teacher observation
- Self-assessment of skills

### Stage 3 – Learning Plan

#### Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

The activities listed in Adaptive Physical Education curriculum can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s). Use the following websites for supplemental lesson plans, assessments and accommodations: [www.pecentral.com](http://www.pecentral.com) ; [www.physedgames.com](http://www.physedgames.com).

The following activities are examples of applicable alternative activities: kick ball, wiffle ball, indoor soccer, ultimate Frisbee, king pin, guard the pin, tag games, aerobic exercises/jump rope, stations, jogging, walking, wall ball, four square, weight room, street hockey, pillow polo, volleyball, badminton, pickle ball, tennis, team hand ball, indoor football, yoga, karate, guest speakers, ping-pong, Wii, basketball variations, speed ball, rugby, square crab soccer, moon ball or any activity similar to the above list.

- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment of the selected activities. (A)
- Students will review the study guide for activity specific information. (A)
- Teacher will model and discuss the skills/rules/strategies to be applied during fair game play. (A)
- Students will share and discuss their offensive and defensive strategies. (M)
- Students will apply the rules, safety precautions and strategies to game situations. (M,T)
- Students will drill and practice individual physical skills and common strategies. (T)
- Students will demonstrate physical skills and/or teamwork during lead up activities. (T)

#### Tailoring for Diverse Learners:

- Assess prior knowledge and skills through differentiated activities to accommodate different knowledge and skill levels.
- Provide students with open-ended questions, activities, assignments, and assessments that enable students to give different but equally valid responses.
- Appeal to various modalities (e.g., present information orally, visually, and writing)
- Accommodate students with different learning styles by providing opportunities for them to work alone and in groups.