Pequea Valley School District
Wellness Education

Unit: Preparation for Camp Experience **Course: Camp Experience (Summer)** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What is the essential knowledge and skills necessary for volunteering at a summer camp for students with special needs?

Keystone Eligible Content/PA Core Standard

- 10.1.9.A - Relationships and interpersonal communication
- 10.3.9.D - individual responsibility for safety in group activities
- 10.4.9.A - developmentally appropriate fitness and activity goals
- 10.4.9.D - factors that affect physical activity preferences

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- Special Olympics
- IEP (individualized education plan)
- IDEA (individuals with disabilities education act)
- ADA (Americans with disabilities act)
- LRE (least restrictive environment)
- ID (Intellectual Disability)
- Fragile X Syndrome
- Down Syndrome
- Autism Spectrum
- TBI (traumatic brain injury)
- Accommodation
- Modification
- ESY (extended school year services)
- Special Education

- Transition plan
- Related services
- TSS (therapeutic support services)/PCA (personal care assistants)
- Behavior specialist
- Inclusion
- Physical Education

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Resources available for learners with special needs.
- The differences in each type of disability
- The parts of an IEP.
- How to use inclusion in Physical Education.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to use the available resources to create learning opportunities for learners with special needs.
- How the differences in each disability impacts programming.
- How to read, understand and use an IEP.
- How to meet the needs of special populations in PE.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Be able to work with the special population at Bournelyf Special Camp.
- Be able to adapt to a variety of learners with special needs.
- Be able to help with programming in a summer camp environment.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner

which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Wellness Education

Unit: Camp Experience **Course: Camp Experience (Summer)** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How can we create an environment where campers will have a successful experience?

Keystone Eligible Content/PA Core Standard

- 10.1.9.A - Relationships and interpersonal communication
- 10.3.9.D - individual responsibility for safety in group activities
- 10.4.9.A - developmentally appropriate fitness and activity goals
- 10.4.9.D - factors that affect physical activity preferences

Pacing: Approximate number of class sessions per unit

- 5

Tier 3 Vocabulary (Content specific vocabulary)

- Responsibilities
- Chain of command
- Accommodation
- Modification
- Patience

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- The rules and procedures for working at a summer camp.
- Adaptations and modifications for campers with special needs.
- How to work together in a structured environment.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How the structure of a summer camp helps meet the needs of campers.
- How to use adaptations and modifications to meet the needs of campers.
- How the chain of command works on a daily basis at camp.
- How to reflect on the daily experiences at camp.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Be able to complete required responsibilities at a summer camp.
- Be able to assist campers with varying disabilities.
- Be able to make adjustments based on daily learning experiences.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner

which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Wellness Education

Unit: Reflection on Camp Experience **Course: Camp Experience (Summer)** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- Why is camp a meaningful experience for the campers?

Keystone Eligible Content/PA Core Standard

- 10.1.9.A - Relationships and interpersonal communication
- 10.3.9.D - individual responsibility for safety in group activities
- 10.4.9.A - developmentally appropriate fitness and activity goals
- 10.4.9.D - factors that affect physical activity preferences

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- Interpersonal communication
- Developmentally appropriate activities
- Learning Design
- Observed behavior
- Learning Goals

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Ways to evaluate a special needs learner.
- The different challenges of a learner with special needs.
- The key aspects of lesson plans and camp programming.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How evaluating a learner with special needs is similar/different with other learners.
- How lesson plan design for a special needs learner is different.
- How to create programs for a camp environment.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Be able to evaluate learners with different needs and different environments.
- Be able to create a lesson plan that helps learners meet desired outcomes.
- Be able to evaluate and create camp programs.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner

which empowers and positions learners for a life-time of learning.