

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Unified Physical Education

Born On: July 2020
Board Approval: 8/31/20

COURSE DESCRIPTION: Unified Physical Education

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

A fully inclusive physical education program is the first place to start to create equality. While supporting the needs of students with disabilities, educators also enhance the educational and social experiences for others, ensuring that every student is prepared to participate in and enjoy sport and fitness for life.

The goal for all students in New Jersey's schools is to be afforded equality, access, opportunity, respect and acceptance. Special Olympics New Jersey's Play Unified School Partnership Program begins with a school's commitment to ensuring that all students, throughout the course of their development, participate in physical education and activity that promotes learning, achievement and enjoyment.

Student Learning Outcomes/Course Objectives:

1. Increase physical fitness through additional physical activity in their day.
2. Improve their activity-specific skills through being a mentor coach and teaching others.
3. Cooperate and work together with classmates.
4. Be able to self reflect on their own leadership skills and improve those skills in areas here needed.
5. Create a positive and accepting culture on their campus as they lead by example through their work with students of varying abilities.

<p>Unified Physical Education: This course provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities, using the power of Special Olympics. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment. Students in Unified Physical Education courses may have the opportunity to participate in competitions with other schools or attend Special Olympics events. Schools and physical education teachers are committed to delivering universally designed instruction that provides access and ensures successful outcomes for every student, even though the outcomes may be quite different.</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I – Cooperative Games Getting close, Building a bridge,, Human knot, capture the flag, cooperative hoops</p> <p>Content Statement: Students in cooperative games will employ skills for communicating with working together to find solutions to group/individual challenges. Cooperative games put an emphasis on team building, communication and trust and allow students to interact respectfully. Cooperative play gives children practice working together which prepares them for cooperative and collaborative learning.</p> <p>Essential Questions: Why is it important for students to participate and differentiate between</p>	<p>Explain what it means to display good sportsmanship</p> <p>Determine how basic safety, good sportsmanship and attitude impact physical performance in games or recreational activities</p> <p>Demonstrate cooperative and competitive strategies in movement activities and modified games</p> <p>Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal</p> <p>Develop teamwork and communication skills in order to solve problems, break down walls, and build positive self-image.</p>	<p>Proficiencies:</p> <p>Students will demonstrate the ability to have a common purpose and goal.</p> <p>Students will demonstrate the ability to trust each other.</p> <p>Students will demonstrate the ability to understand a diversity of ideas.</p> <p>Skills:</p> <p>Demonstrate the ability to communicate openly and effectively.</p> <p>Demonstrate leadership, teamwork and decision making skills.</p>	<p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while</p>	<p>Formative assessment activities are used to provide feedback, evaluating learning progress in order to motivate students to higher levels.</p> <p>Summative assessment activities are used to judge final products for completion, competency and/or demonstrated improvement</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Unified Physical Education Resources: Second Edition https://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unified-Physical-Education-Resources-Aug-2019.pdf</p> <p>Cooperativegames.com https://cooperativegames.com/benefits-of-cooperative-games-for-young-children/</p> <p>Assesment of cooperative learning https://serc.carleton.edu/introgeo/cooperative/assessment.html#:~:text=Formative%20assessment%20activities%20are%20used,competency%20and%20For%20de</p>

<p>cooperative and competitive activities?</p> <p>How does sportsmanship impact cooperative activities?</p> <p>Why is it important for students to demonstrate good sportsmanship?</p> <p>How does attitude impact team and individual achievement?</p>			<p>participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p>		<p>monstrated%20improvement.</p>
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<p>Unit II – Individual Activities: aquatics/swimming, bocce, horseshoes, bowling, equestrian, golf/disc golf, gymnastics, table tennis, tennis, track & field events, badminton, yard games</p> <p>Time: 7-8 weeks</p> <p>Content Statement:</p> <p>Students in individual activities are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The sports/activities are chosen to encourage students to participate in physical activity for life and to promote good health and wellness. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this unit. Instruction is based on learning the basic physical requirements, motor movements, techniques, and strategies needed for success in a variety of games/sports in addition to rules and scoring parameters, where applicable.</p>	<p>Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance, or recreational activity to another.</p> <p>Assess and apply tactical (offensive, defensive) physical and mental strategies to evaluate and improve performance in individual activities.</p> <p>Analyze the role, responsibilities, preparation and motivation of players/participants /officials and recommend and employ strategies to enhance individual effectiveness.</p> <p>Identify and explain the influence of globalization and technology on individual activities, develop rule changes to existing individual activities and predict their impact on future participation and viewership.</p> <p>All students will utilize safe, efficient, and effective movement to develop and</p>	<p>Proficiencies:</p> <p>Develop the ability to participate confidently in individual sports, games, and activities.</p> <p>Develop positive personal and social skills needed to work independently and with others in individual sports.</p> <p>Exhibit a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports.</p> <p>Understand the basic components, such as strategies, protocol, and rules of individual sports, needed for participating and spectating.</p> <p>Skills:</p> <p>Acquire movement knowledge and skills that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle.</p> <p>Exhibit a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.</p>	<p>2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2 Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3</p>	<p>Assessment Criteria: -Pre-test & post testing measurements -Effort & Participation grade</p> <p>Checklist: Incorporate the checklist into the web-based entries</p> <p>Google Form: Web-based entries to track student progress</p> <p>Performance Task: Peer teaching</p> <p>Cooperation, Attitude</p> <p>Activity Related Skills, Performance, Competency</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Guide to Inclusive Physical Education and Sports Activities https://1j538h1sajzp39nmw6le8zqc-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf</p> <p>Guide to Inclusive Gross Motor Education and Play https://1j538h1sajzp39nmw6le8zqc-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/guide-to-inclusive-gross-motor-education-and-play.pdf</p> <p>Special Olympics Unified Physical Education Resources https://1j538h1sajzp39nmw6le8zqc-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/unified-physical-education-resources.pdf</p>

<p>Individual activities provide a unique physical education for students who experience independence, autonomy, confidence, and self-esteem building. Successful learning experiences are transferable to competitions in several Special Olympics Unified Sports.</p> <p>Essential Questions:</p> <p>What ways can students use physical activities throughout my life?</p> <p>What are the concepts, principles, strategies and tactics used in physical activity?</p> <p>What is the importance of being physically active?</p> <p>How does managing emotions and attitude impact achievement in individual sports/games/activities?</p> <p>How can individual activities be modified to promote equal opportunity for success and enjoyment?</p> <p>How do students participate in physical activities and sports</p>	<p>maintain a healthy, active lifestyle.</p> <p>Develop competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p>	<p>Apply movement concepts and principles to the learning and development of motor skills.</p> <p>Understand and apply safety practices associated with individual sports.</p>	<p>Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual effectiveness.</p> <p>2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment</p> <p>2.5.12.C.3</p>	<p>Special Olympics NJ - School Based Sports https://www.sonj.org/sports/school-based-sports/</p> <p>SHAPE America Unified PE Resources https://www.shapeamerica.org/ResourcesPublications/Unified_PE/default.aspx</p> <p>Individual Sports Teacher Resources https://www.lessonplanet.com/lesson-plans/individual-sports</p> <p>Bocce Ball Resources https://www.lessonplanet.com/lesson-plans/bocce-ball</p> <p>Student Assessment in PE https://www.shapeamerica.org/publications/resources/teachingtools/teacher-toolbox/studentassessment.t.aspx</p>
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<p>with integrity, fairness, and as an effective participant?</p> <p>How does practice and participation refine individual skills?</p>			<p>Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p>		
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit III – Team Activities basketball, flag football, floor hockey, handball, soccer, softball, volleyball.</p> <p>Time: Approximately 8 -12 class periods/ reinforced throughout the year.</p> <p>Content Statement:</p> <p>The purpose of this course is to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students.</p> <p>Essential Question:</p> <p>Why should students be able to identify the roles of</p>	<p>Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play.</p> <p>Explain what it means to display good sportsmanship.</p> <p>Determine how basic safety, good sportsmanship and attitude impact physical performance in games or recreational activities</p> <p>Demonstrate cooperative and competitive strategies in movement activities and modified games.</p> <p>Distinguish between an offensive player and a defensive player during game play.</p> <p>Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.</p> <p>Develop teamwork and communication skills in order to solve problems, break</p>	<p>Proficiencies:</p> <p>Apply an understanding of motor skills, movement patterns and strategies as they relate to the learning and performance of physical activities.</p> <p>Execute procedures, rules and etiquette as they relate to the learning and performance of physical activities.</p> <p>Utilize content knowledge to achieve and maintain physical fitness.</p> <p>Demonstrate safety practices and use equipment appropriately when participating in various physical activities.</p> <p>Skills:</p> <p>Demonstrate basic skills in selected sports using a mature movement pattern.</p> <p>Demonstrate team play concepts and strategies in mini-game play.</p> <p>Demonstrate knowledge of history, rules, safety, and performance techniques in selected team sports.</p>	<p>2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p>2.2.12.A2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2.12.A3 Analyze the impact of technology on interpersonal communication in</p>	<p>Assessment: Click here to view assessment/rubric folder: https://drive.google.com/folderview?id=0B_pYMvidVQm5SDhLVk1Qd256S1k&usp=sharing ● Checklist or Rubric ○ http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/rubric/pe2u3.pdf (username: model password: curriculum) Performance Observation Student self assessment/reflection</p> <p>Analyzes and evaluates student performance in selected sports skills.</p> <p>Demonstrate knowledge and application of the</p>	<p>file:///Users/lsandhage/Dowloads/unified-physical-education-resources%20(1).pdf</p> <p>https://www.lessonplanet.com/lesson-plans/team-sports/all</p> <p>https://www.teach-nology.com/teachers/lesson-plans/physical_ed/games/</p> <p>https://www.pecentral.org/lessonideas/searchresults.asp?category=53</p> <p>http://archive.brookespublishing.com/documents/fo ur-key-steps-to-including-adapted-sports.pdf</p> <p>https://products.brookespublishing.com/A-Teachers-Guide-to-Adapted-Physical-Education-P862.aspx</p> <p>https://www.shapeamerica.org/</p> <p>http://committoinclusion.org/</p>

<p>offensive and defensive players to improve game strategy?</p> <p>How does attitude impact team and individual achievement?</p> <p>Why is it important for students to participate and differentiate between cooperative and competitive activities?</p> <p>How does sportsmanship impact cooperative activities?</p> <p>Why is it important for students to demonstrate good sportsmanship?</p>	<p>down walls, and build a positive self-image.</p> <p>Exhibit proper etiquette, respect for others and teamwork while engaging in games and activities.</p> <p>Identify the opportunity for social support.</p> <p>Select and participate in physical activities that meet the need for self-expression and enjoyment.</p> <p>Use communication skills and strategies that promote team/group dynamics.</p>		<p>supporting wellness and a healthy lifestyle.</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.12.B.2 Apply a variety of mental strategies to improve performance.</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.5.4.C.1 Summarize the characteristic</p>	<p>Sport Education Model.</p> <p>Demonstrate an understanding of the broad scope of teaching games content in physical education including the development of closed and open skills.</p> <p>Sequence games content for teaching using appropriate combinations of extending, refining and application tasks. Select, modify and apply a variety of pre-designed games for use as application tasks</p> <p>Develop lesson and unit plans with appropriate assessment procedures for selected team sports.</p> <p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist 	<p>https://www.specialolympics.org/</p> <p>https://www.myphysicaleducator.com/resources/home-activities</p>
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			<p>s of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p>	<ul style="list-style-type: none"> • Peer assessment • Authentic/assessment <p>Self-Assessments</p> <ul style="list-style-type: none"> • use the results from skills tests to interpret ratings. • use ratings to create a personal performance profile. • use a personal performance profile to develop goals. • use personal performance goals to develop developmental activities. 	
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit IV – Wellness/Fitness Activities yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba</p> <p>Time: Length/Timing of Unit: 12 weeks (separate activities)</p> <p>Content Statement: This is a unit on the introduction to High School Physical Education and learning the basics of fitness will consist of as well as what some of the expectations and structures are. Students will start to learn how to set goals as they relate to fitness and PE. . The purpose of the lesson is to give students an understanding of the different components of fitness and how to begin the goal-setting process as it relates to fitness. Students will develop an understanding of how to properly warm up and stretch before working out and how to set a goal in a PE class setting. Students will be able to demonstrate knowledge of the components of fitness and</p>	<p>National Standards for Physical Education:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activity. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity. 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. 	<p>Proficiencies: Students will stretch as many of the following major muscle groups as they are physically able to do. The major muscle groups include head & neck, arms & shoulders, chest & upper back, abdominal & lower back; hips & legs</p> <p>In order to attain physical fitness, one has to concentrate on and improve these five basic components of physical fitness:</p> <ol style="list-style-type: none"> 1. Cardiovascular Endurance-The efficiency and capability of your heart to supply oxygen and nutrients to tissues. 2. Muscular Strength-The amount of force or strength that your muscles can pick up and exert at a time. 3. Muscular Endurance-The ability of your muscle to undergo repeated contractions. 4. Body Composition- The ratio of body fat to body lean mass. 5. Flexibility- The ability of your muscles and joints to move through their full range of motion (Lund & Tannehill, 2010). 	<p>2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p>2.6.12.A.1 Compare the</p>	<p>Assessment Criteria: • Pre-test & post testing measurements • Effort & Participation grade Checklist: Incorporate the checklist into the web-based entries Google Form: Web-based entries to track student progress Performance Task: Peer teaching</p> <p>Click here to view assessment/rubric folder: https://drive.google.com/folderview?id=0B_pYMvidVQm5SDhLVk1Qd256S1k&usp=sharing Checklist Videotape Performance Task</p>	<p>Resources and Materials: • Exercise charts • Folding mat • Measuring tape and sit-n-reach measuring table • Balance balls • Buddy walkers • Low balance beam • Fitness gram tests & program https://www.pecentral.org/adapted/adaptedactivities.html • Hand held computers & Internet access for logging progress into PE Central • Folding mat • Therabands or resistance bands • Small weights • Handheld computers and Internet access https://www.pecentral.org/adapted/adaptedsites.html https://resources.specialolympics.org/community-building/youth-and-school/unified-champion-schools</p>

<p>how it relates to their lifestyles.</p> <p>Essential Question:</p> <p>What are the benefits of individual activities?</p> <p>How do they affect lifelong activities?</p> <p>What do you learn from an individual sport/activity that will help you with lifelong fitness?</p> <p>How do fundamental movements and concepts help individuals to adapt and modify movements? (Motor Skills, Body Awareness, Spatial awareness, Qualities of Movement, Relationships)</p> <p>What different ways can the body move when given a specific purpose?</p> <p>How can we move effectively and efficiently?</p> <p>What are factors that affect movement? (physiological cardio, muscular, psychological fear, anxiety, self confidence, sociological family, gender, economics)</p>	<p>*National Association for Sport and Physical Education (NASPE)</p> <p>Students will be able to improve personal flexibility of their overall body and improve their balance.</p> <p>Students will learn and demonstrate to the best of their ability several muscular stretches to increase flexibility of major muscle groups.</p> <p>Possible Modifications:</p> <ul style="list-style-type: none"> • Allow more practice time • Partner assisted • Visual and verbal cues <p>Students will demonstrate and measure their personal fitness levels not previously tested in the aerobic conditioning & flexibility units. These fitness tests will measure speed and muscular strength and endurance.</p> <p>Understand how most individual games will be lifelong activities</p>	<p>Skills:</p> <p>Demonstrate how to properly utilize fitness equipment.</p> <p>Peer coaching and motivation on particular exercise activities.</p> <p>Students will have knowledge of the six skill-related fitness components: agility, balance, coordination, speed, power, and reaction time.</p> <p>Explain how regular physical activity contributes to being “well”.</p> <p>Develop a fitness goal and monitor how it might affect one’s overall wellness.</p> <p>Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity.</p> <p>Explain how a safe environment encourages continued participation in physical activity.</p> <p>Explain how one’s decisions to be active can have a direct impact on the way they feel.</p>	<p>short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. (FITT and additional training principles)</p> <p>2.6.12.A.4 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition</p> <p>2.6.12.A.4 Compare and</p>		<p>https://www.dpi.nc.gov/docs/curriculum/healthfuliving/resources/instructional/bestpractices/inclusivepe.pdf</p> <p>Determining Eligibility for Adapted Physical Education: Selection and Application of Assessment Tools: https://www.pecentral.org/adapted/assessment_instruments_diane.pdf</p> <p>https://www.activeschoolsus.org/latest-stories/2017/1/17/inclusive-physical-education-and-physical-activity-video-library</p> <p>National Association for Sport and Physical Education (NASPE)</p> <p>Special Olympics School of Strength https://www.specialolympics.org/school-of-strength?utm_medium=email&utm_source=specialolymp&utm_content=3+-+Check+out+the+videos+Fitness+Tracker+and&utm_campaign=20200320_schoolofstrengthe1A&source=20200320_schoolofstrengthe1A&m</p>
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<p>Why is it important for students to understand the importance of regular physical activity?</p> <p>Why is it important for students to monitor progress during physical activity?</p> <p>How should students learn to set goals for fitness activities? What does it mean to be “well”? How does it feel to be “well”?</p>	<p>Understand the importance of self-motivation</p>		<p>contrast the impact of health-related fitness components as a measure of fitness and health.</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness</p>	<p>s=20200320_schoolofstrengthe1A&cha=12&fbclid=IwAR3oNgGCWlzpVxPWRxUfPSaBFi_wlgmuJRumdYvuG52I_jUDDU9E-1WkLVs</p>
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