

Course Title – Adaptive Physical Education	
Implement start year – 2018-2019	
Revision Committee Members, email, extension – Jessica Kotelnicki jkotelnicki@lrhsd.org (609) 654-5111 ex: ext: 8682 Kyle Packer kpacker@lrhsd.org (609) 654-7544 ex: 8060 Laura Vopelius lvopelius@lrhsd.org (856) 983-5140 ex: 8014	
Unit #2 , topic – Physical Fitness	
Transfer Goal – Students will be able to independently use their learning to increase their personal fitness level.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # (http://www.state.nj.us/education/cccs/2014/chp)</p> <p>2.5 Motor Skill Development: 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 style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input type="checkbox"/> Media Literacy</p>

<p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</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>___ ICT (Information, Communications and Technology) Literacy</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><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU1:</i></p> <ul style="list-style-type: none"> • Safely engaging in physical activity will improve their overall quality of life beyond their high school years. <p><i>EU2:</i></p> <ul style="list-style-type: none"> • Performing cardiovascular exercises will improve their overall health and well-being. <p><i>EU3:</i></p> <ul style="list-style-type: none"> • Engaging in muscular-based exercises will enhance their ability to perform everyday tasks. <p><i>EU4:</i></p> <ul style="list-style-type: none"> • Participating in daily dynamic and static stretching will help increase flexibility and help prevent injury. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Can exercising can be detrimental to one’s health? • What are the best physical activities to do outside of the physical education setting? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What does it mean to be fit for me both physically and mentally? • Do all types of exercise improve cardiovascular fitness? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does core strength and endurance help one perform daily activities? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does daily stretching increase one’s flexibility? • Is dynamic or static stretching better?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Examples of fitness activities that can be continued after high school. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The relationship between heart rate and pulse. • The correlation between exercising and heart strength/development <p><i>EU 3</i></p>	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Perform the movements required of selected aerobic and anaerobic activities. • Display lifetime activities that enhance their fitness level. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Analyze their pulse to identify the effectiveness of their effort in the given activity. <p><i>EU 3</i></p>

<ul style="list-style-type: none"> • How to identify exercises that will increase their muscular strength, power, and endurance. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Safe exercises that can increase range of motion that will enhance flexibility. 	<ul style="list-style-type: none"> • Engage in activities that increase muscular endurance and strength. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Execute static and dynamic exercises for the whole body that will promote flexibility.
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Stage 2 – Assessment Evidence

Other Recommended Evidence:

- Demonstration of skills for strength, endurance, and flexibility
- Evaluation of the proper pulse taking procedure
- Teacher observation
- Class discussion with workout video
- Peer/Self-assessment

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 ; 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.

- Students will identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power endurance, and cardiovascular endurance. (A)
- Teacher will introduce terminology specific to each activity/concept to the students. (A)
- Students will identify and/or demonstrate proper warm up and safe exercise techniques. (A, M)
- Students will apply the principle of overload to the fitness activities, which will lead to an increased physical fitness level. (A, M)
- Students will apply basic terminology and related skills to fitness activities and circuits. (M)
- Students will calculate their target heart rate zone during physical activity to match a desired goal. (M, T)
- Students will apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. (M, T)
- Students will use biofeedback, specifically pulse rate to determine if an activity met the desired goal. (M)

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.