

<b>Course Title – Adaptive Physical Education</b>	
<b>Implement start year – 2018-2019</b>	
<b>Revision Committee Members, email, extension –</b> <b>Jessica Kotelnicki <a href="mailto:jkotelnicki@lrhsd.org">jkotelnicki@lrhsd.org</a> (609) 654-5111 ex: ext: 8682</b> <b>Kyle Packer <a href="mailto:kpacker@lrhsd.org">kpacker@lrhsd.org</a> (609) 654-7544 ex: 8060</b> <b>Laura Vopelius <a href="mailto:lvopelius@lrhsd.org">lvopelius@lrhsd.org</a> (856) 983-5140 ex: 8014</b>	
<b>Unit #3 , topic – Adventure Education (Trust Concepts, Cooperative Learning, Challenge Courses)</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to develop cooperative learning skills along with concepts related to trust.	
<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> (<a href="http://www.state.nj.us/education/cccs/2014/chp">http://www.state.nj.us/education/cccs/2014/chp</a>)</p> <p><b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p> <p>B. Safety 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p> <p>C. Social and Emotional Health 2.1.2.E.1 Identify basic social and emotional needs of all people.</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</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 checked="" 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></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>

**2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal Communication  
2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- B. Decision-Making and Goal Setting  
2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others
- C. Character Development  
2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

**2.4 Human Relationships and Sexuality:** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- A. Relationships  
2.4.2.A.2 Distinguish the roles and responsibilities of different family members.

**2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- A. Movement Skills and Concepts  
2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- B. Strategy  
2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies
- C. Sportsmanship, Rules, Safety

2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

**2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- 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).

\_\_\_ ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU1:</i></p> <ul style="list-style-type: none"> <li>• Teamwork and positive communication help lead to achieving a goal effectively.</li> </ul> <p><i>EU2:</i></p> <ul style="list-style-type: none"> <li>• Successes and failures of the challenge course are similar to that of real life experiences.</li> </ul> <p><i>EU3:</i></p> <ul style="list-style-type: none"> <li>• There is a complex meaning to trust.</li> <li>• Trust can be a vital part of properly completing a given task.</li> </ul> <p><i>EU4:</i></p> <ul style="list-style-type: none"> <li>• Peers have differing limitations.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does effective communication help problem solving?</li> <li>• What are the setbacks to achieving a goal when negative communication occurs?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What lessons can be learned through failure?</li> <li>• What challenges within the activities relate to real life circumstances?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How does trust affect the outcome of a task?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How can peers help one another overcome limitations?</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>• The essential components of communication to achieving a common goal.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How to effectively cope with failure.</li> <li>• How to apply knowledge of their failures in real life scenarios for beneficial purposes.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How to earn trust from their peers.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How to assess their own limitations.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Demonstrate proper communication skills during team building activities.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Analyze and adapt to different types of challenges.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Identify a trustworthy person.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• Recognize both their own and their peers' limitations.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	

**Other Recommended Evidence:**

- Teacher observation
- Peer/Self-assessment
- Demonstration of skills
- Peer to peer communication
- Participation

**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.

- Teacher will introduce and explain the rules, safety precautions, proper etiquette and use of equipment/facilities of the selected activities. (A)
- Teacher will model and discuss the skills/rules/strategies to be applied during each activity. (A)
- Students will share and discuss their strategies used in the cooperative learning activities. (M)
- Students will apply the rules, safety precautions and strategies to each cooperative learning activity. (M, T)
- Students will discuss how each activity relates to a real life situation. (T)
- Students will demonstrate physical skills and/or teamwork during lead up strategies. (T)
- Teacher will review how trust is earned and lost. (A)
- Teacher will discuss how trust is incorporated during each activity. (A)
- Teacher will discuss how trust is related to the success of relationships. (A)
- Students will demonstrate safety skills and movement concepts used in each activity. (A,M)
- Students will discuss how some tasks and activities relate to other subjects. (M,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.