

Course Title – Adaptive Physical Education	
Implement start year – 2018-2019	
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Unit #4 , topic – Lifetime Activities	
Transfer Goal – Students will be able to independently use their learning to participate in lifetime activities.	
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 checked="" 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><input checked="" type="checkbox"/> 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"> • Lifetime activities provide opportunities for healthful, social interaction and the development of problem solving and communication skills. <p><i>EU2:</i></p> <ul style="list-style-type: none"> • Safely and correctly performing movement skills improves overall performance and increases the likelihood of participation in lifelong physical activity and living a healthy lifestyle. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can participation in lifetime activities promote wellness and positive social interaction? • What components of physical activity promote a healthy lifestyle? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why is it important to perform skills safely and correctly? • How do effective and appropriate skills influence a healthy lifestyle?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Types of social interaction that are essential in lifetime activities. • The terminology required to communicate in lifetime activities. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The proper techniques in order to safely and successfully participate in lifetime activities. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p>Washers, Bocce, Dance, Horse Shoes, Golf, Four Square, and Ladder Golf</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Demonstrate healthy interaction, communication and cooperation between teammates, partners, and/or opponents. • Apply terminology pertaining to the rules, scoring, and regulations of various activities. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Apply skills for the given lifetime activity to ensure safety. <p>Badminton</p>

	<p><i>EU 1</i></p> <ul style="list-style-type: none"> • Demonstrate healthy interaction, communication and cooperation between teammates, partners, and/or opponents. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Apply rules and safety to a game setting. • Demonstrate proper skills in various badminton scenarios.
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Stage 2 – Assessment Evidence

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<p>Other Recommended Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Peer/Self-assessment • Demonstration of skills • 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 ; 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 or student will model how to perform the skills applied in specific lifetime, team or individual activities. (A)
- Students will perform skills learned with/without the use of equipment.(M)
- Teacher will introduce terminology specific to each activity to students. (A)
- Students will perform the skills and techniques in order to successfully participate in a specified activity in class with partners, teams or as an individual.(M)
- Students will work independently to develop their own skills and techniques in order to play a specific activity properly. (M)
- Students will compete in the activity using proper scoring and technique. (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.