Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Physical Education
Course: Unified PE
Grade(s): 6-8

Course Overview

Unified Physical Education provides a unique experience for students with and without disabilities to come together in a physical education setting. Unified Physical Education focuses on learning, practice play platform, building community, and communication with students of all learning abilities. The Unified Physical Education course for grades 6-8 encompasses a wide array of physical, mental, recreational and cooperative activities that allow students to experience and apply fundamental skills and concepts to improve student involvement in physical education.

This course fosters a lifelong commitment to health and wellness. Unified Physical Education also focuses on creating positive relationships with others in an environment that allows for collaboration, trust, and enjoyment. This class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment.

The Unified Physical Education program will be tailored to meet the individual needs, both physical and cognitive, of all students. The determination of activities will be based on the students' ability to safely and successfully participate, as well as the skills/fitness levels that need improvement or reinforcement. This curriculum may be modified through varying techniques, strategies, and materials, as per an IEP or 504 plan.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area Standards:

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and

settings.
2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

Interdisciplinary Standards:

MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems

Career Readiness, Life Literacies and Key Skills Standards:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

Computer Science and Design Thinking Standards:

8.1.8.DA.: Organize and transform data collected across multiple sources to make it more useful for decision-making.

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)

- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

- Identify and perform modified movement patterns to complete skill stations and sport-specific tasks with personal efficiency.
- Demonstrate spatial awareness during dynamic activities by maintaining safe distances from peers, equipment, and boundaries across varying game paces.
- Participate in continuous movement activities (walking, jogging, rolling, or adapted aerobics) for extended intervals.
- Demonstrate cognitive understanding of basic court/field tactics by moving into open space on offense and maintaining defensive positioning relative to an opponent or goal.
- Initiate and respond to peer communication using a combination of verbal directives, non-verbal gestures, visual cards, or assistive devices to coordinate team play.
- Ensure equal participation during small-sided gameplay by adhering to mandatory pass rules
- Demonstrate supportive behaviors by acknowledging peer efforts and responding positively to game setbacks or mistakes.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Soccer and Ultimate Sports (Approximately 20 Days)

- What does it mean to be a supportive teammate, and how do my actions help everyone succeed?
- How can we adapt a game like soccer or Ultimate so that every player on the field feels included and valued?
- Why is passing to a classmate who has fewer touches just as important as scoring a goal?
- What is the difference between playing with space and playing in a crowd in the gym?
- Why is keeping your eyes up while dribbling or running with a ball crucial for safety?
- How do offense and defense work together, and what is my role in each?
- What strategies can our team use to make sure every player gets to participate in a play?
- How do we handle winning, losing, and making mistakes in a way that shows respect for everyone in the gym?
- What made today's activity fun and successful?

Unit 2: Basketball (Approximately 15 Days)

- What makes a pass catchable and how do I adapt my throw so my partner can succeed?
- How do you celebrate a teammate's effort - regardless of whether the shot goes in?
- How can we adjust our court rules so every player on our team gets equal touches during a game?
- Why is keeping your eyes up while dribbling essential for both team play and court safety?
- How do offense and defense work together?
- How do we balance playing competitively with making sure every athlete stays involved in

the play?
- How do we handle missed shots or turnovers in a way that encourages our peers to keep trying?
- What does “Spirit of Unified Sports” look like?
- How can the patience and encouragement we practice on the court help us in the hallways and classrooms?

Unit 3: Racket Sports (Approximately 20 Days)
- How do I adjust my swing force and angle so my partner has a great opportunity to return the ball or shuttlecock?
- How can the patience and encouragement we practice on the court help us in the hallways and classrooms?
- Why is returning to a ready position in the center of our court crucial for covering space effectively?
- How does watching the object all the way to my racquet face improve my contact and accuracy?
- What strategy can we use on our serve to give our opponents the best chance to return it and start a rally?
- How can we modify court boundaries or rules so everyone stays actively involved in the rally?
- How do we handle missed hits or unforced errors in a way that encourages our partner to keep trying?
- How does showing respect to our opponents build a stronger PE community?

Unit 4: Kickball (Approximately 15 Days)
- How can a pitcher adjust their roll to help every batter a successful hit?
- What does meaningful peer advocacy look like on the base paths (buddy runner)?
- What is the difference between kicking for power versus kicking for placement?
- How does keeping my eyes on the ball all the way to my foot improve my contact and control?
- How do my fielding teammates and I divide the field so we cover space safely?
- How does communicating loudly and clearly prevent collisions and help our defense work together?
- What made today’s kickball game inclusive and fun, regardless of which team scored more runs?
- How does showing respect to our opponents build a stronger PE community?

Unit 5: Fitness Activities (Approximately 25 Days)
- How do I modify an exercise (like a push-up, squat, or cardio lap) so that it challenges *my* body safely?
- Why does fitness look different for everyone, and how do we measure 'success' beyond numbers or scores?
- How can my partner and I adapt a workout routine so we can both work out together at our own best levels?
- What equipment choices or movement adjustments help make an exercise accessible for someone with a different mobility level?
- What cues (like breathing rate, heart rate, or muscle fatigue) tell me it’s time to push harder, slow down, or take a water break?
- How does proper form and control protect my joints and muscles, regardless of how much weight or resistance I use?
- How does having a supportive fitness partner change my attitude and effort during a tough workout?
- What are the best ways to encourage a peer during fitness stations without making them

feel rushed or judged?
- Which fitness activities or station movements do I genuinely enjoy, and how can I do them outside of school?
- How does taking care of my physical fitness impact my mood, stress levels, and focus in other classes?
- What does it mean to be a lifelong advocate for inclusive community fitness spaces (like parks, gyms, or sports clubs)?

Unit 6: Lifetime and Recreational Activities (Approximately 25 Days)
- How do recreational games bring people of different abilities together outside of school?
- How can we modify rules or equipment so everyone can play on equal footing?
- Why is social sportsmanship - like taking turns, chatting between rounds, and celebrating good shots - just as important as scoring?
- Where in our local community can we continue playing these activities with friends and family?
- How does watching my target all the way through my follow-through improve my consistency?
- How can understanding physics (momentum or bounce) help me place my shot closer to the target?
- How do my partner and I work together to decide who takes a shot or how we approach a target?
- What makes an activity enjoyable enough that I would choose to do it during my free time?
- How does being a patient, encouraging recreational partner build stronger friendships?

Unit 7: Cooperative and Small Group Activities (Approximately 40 Days)
- How do my group members and I decide on a plan before we start a physical challenge?
- What do we do when our first strategy fails, and how do we change our approach without giving up?
- How does utilizing each teammate's unique physical strengths and perspective make our team's plan stronger?
- What does active listening look like when multiple group members have different ideas at the same time?
- How do clear visual signals and verbal cues prevent misunderstandings and keep everyone safe during a group movement?
- Why is making sure every voice is heard essential for true teamwork?
- What does it mean to share leadership rather than having one person take over?
- How do we respond to mistakes or group setbacks in a way that keeps everyone feeling confident and valued?
- What does trust feel like during a cooperative challenge, and how do we build it with our peers?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

- Spark Curriculum
- Department Google Site and rules/regulations with links for students and parents
- District Curriculum
- New Jersey Association for Health, Physical Education, Dance and Recreation
- American Alliance for Health, Physical Education, Dance, and Recreation

- Shape America
- Special Olympics

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative Assessments:
- Entrance & Exit Tickets
- Teacher Observation

Summative Assessments:
- Post Test
- Rubric for skills

Benchmark Assessments:
- Partner Passing
- Passing/Dribbling through cones

Alternative Assessments:
- Peer Assessment
- Cue Sheets
- Teacher Observation

Suggested Strategies for Modification & Differentiation

Supports for English Language Learners:
- Explore the countries where the games are played and involve the students in keeping track of teams in their countries.
- Cues, visuals and instructions translated
- Demonstrations
- Keep daily warm-ups, transition signals (whistle/music cues), and court layouts consistent, and pair MLs with supportive peer-buddies for clear modeling and social inclusion.
- Pair verbal instructions with physical modeling and visual aids.

Intervention Strategies
- Survey kids about their experiences through entrance tickets about their background in fitness, how they value fitness in their family, what they consider a "fitness activity" or knowledge of activity levels, and how they value nutrition.
- Equipment modification: Modify object sizes, weights, or textures (e.g., swapping hard plastic discs or balls for soft foam, gator-skin, or high-visibility alternatives) to build confidence, hand-eye coordination, and spatial awareness.
- Rule modification: Adjust game mechanics to reduce cognitive or physical overload—such as scaling court dimensions, adding buffer zones (*"no-steal" cushions*), extending reaction time (*longer stall/decision counts*), or playing small-sided games (3v3).
- Can also adjust length of games, exercise volumes, etc.
- Behavior interventions

Modifications Chart

- Demonstrate directions and provide a model or example of completed task
- Provide hands-on learning activities
- Modify curriculum content based on student's ability level
- Break down tasks into manageable units