

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SPECIAL EDUCATION DEPARTMENT

ADAPTIVE PHYSICAL EDUCATION

Grade Level: 9-12

Credits: 3.75

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

The professional staff of the Freehold Regional High School District's Health and Physical Education Departments is dedicated and determined to share the knowledge we have gained over the many years of our professional preparation and training. In this day and age of family instability, disease, substance abuse, violence, and a population that is generally overweight, we have the extremely important job of providing our students with the skills necessary to deal with and overcome these all too common situations. The adaptive population is not exempt in facing these same health and life issues. What is different is the manner in which we address these circumstances. Based on physical ability and mental readiness, we adapt our basic curriculum and implement tools specific to this population's development.

According to the Surgeon General's report on Physical Activity and Health (2007) research studies have shown that people of all ages can improve the quality of their lives through a lifetime of moderate physical activity. While it is a fact that physical activity can help each of us live healthier, happier and more fulfilled lives, one of the most alarming findings is that physical activity declines dramatically during the high school years. This is a dangerous trend when you consider the fact that regular activity reduces the risk of developing or dying from some of the leading causes of illness and death in the United States. One of our goals through this curriculum is to provide our students in their freshman year with a good foundation of knowledge in physical education. This will help students begin to better understand the importance of maintaining a healthy lifestyle and lifelong wellness.

Our adaptive physical education program addresses the issues of the total body, physically and mentally. The curriculum is intertwined so that the concepts learned in the freshman year are reinforced in the upperclassmen years. Each program co-exists and cannot stand alone. With the New Jersey Core Curriculum as our guide, the students of the Freehold Regional High School District will be well equipped with the information and skills they will need to make good decisions, and to become responsible, active, healthy and productive citizens in the next century.

To address the importance of social health in our adaptive classes, we have introduced and implemented a "Buddy System" in which each adaptive student is paired with an upperclassman to work with throughout the class. The upperclassman is there to provide verbal support and encouragement while also offering companionship. The development of socialization is an essential component in overall health.

Course Description

The Adaptive Physical Education Curriculum is an organized, sequential curriculum for teaching our students the information and skills they will need to maintain and improve health, prevent disease, reduce health-related risk behaviors, and improve quality of life through lifetime physical activities. Written into this curriculum is the ability to adjust and personalize each activity to best utilize each student's skills and overcome their personal disabilities and/or handicaps. In addition, as the district continues to grow and expand, there was an increasing need to standardize grading procedures and curriculum taught in the six district high schools.

**Freehold Regional High School District
Curriculum Map
Adaptive Physical Education**

| Relevant Standards | Enduring Understandings | Essential Questions | Assessments | | |
|--------------------|---|--|--|--|---|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| 12.2.1 A | <p>Physical activity will enhance your overall health and wellness.</p> <p>Taking responsibility for one's health is an essential step toward developing and maintaining a healthy, active lifestyle.</p> | <p>How can partnership with family and community lead to health and wellness?</p> <p>What changes in lifestyle will lead to improved health and wellness?</p> <p>How will your choices affect your lifestyle?</p> | <p>Skill Testing</p> <p>Observation</p> <p>Peer Assessment</p> <p>Pre-assessment</p> | <p>Skill Testing</p> <p>Observation</p> <p>Peer Assessment</p> | <p>Skill Testing</p> <p>Observation</p> <p>Written Tests</p> <p>Post-assessment</p> |
| 12.2.5 A-C | <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p> | <p>How can movement used for a particular activity, then be transferred to another activity?</p> <p>How can one develop control of the body in motion?</p> <p>How can one improve locomotive skills?</p> <p>How can students work cooperatively to succeed in games, sports, and activities?</p> <p>To what extent does strategy influence performance in games and activities?</p> <p>How can positive mental attitude improve performance?</p> | <p>Skill Testing</p> <p>Observation</p> <p>Peer Assessment</p> <p>Pre-assessment</p> | <p>Skill Testing</p> <p>Observation</p> <p>Peer Assessment</p> | <p>Skill Testing</p> <p>Observation</p> <p>Written Tests</p> <p>Post-assessment</p> |

| Relevant Standards | Enduring Understandings | Essential Questions | Assessments | | |
|------------------------|---|--|--|--|---|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| 12.2.5 A-C (continued) | Adherence to safety practices, rules of activities and positive social interaction enhances enjoyment. | <p>Why is it important to demonstrate safety practices at all times?</p> <p>Why is it important to follow rules for specific games, sports, and activities?</p> <p>How can communication and cooperation benefit students?</p> <p>Why is it imperative to demonstrate good sportsmanship at all times?</p> | <p>Skill Testing</p> <p>Observation</p> <p>Peer Assessment</p> <p>Pre-assessment</p> | <p>Skill Testing</p> <p>Observation</p> <p>Peer Assessment</p> | <p>Skill Testing</p> <p>Observation</p> <p>Written Tests</p> <p>Post-assessment</p> |
| 12.2.6 A | Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. | <p>Which physical activities will individuals include in their fitness plan?</p> <p>How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?</p> <p>What are the benefits of a fitness program?</p> | <p>Fitness assessment</p> <p>Observation</p> <p>Pre-assessment</p> | <p>Fitness assessment</p> <p>Observation</p> | <p>Fitness assessment</p> <p>Observation</p> <p>Post-assessment</p> |
| 12.9.1 C | <p>In order to obtain maximum benefit from physical activity one must demonstrate knowledge and commitment to sportsmanship, rules and safety.</p> <p>Teamwork and communication is essential to be successful in daily life.</p> | <p>Why is it important to follow the rules and show good sportsmanship?</p> <p>How does good etiquette and ethical behavior effect the interaction of students through physical activity?</p> <p>How can teamwork apply to everyday life?</p> | <p>Fitness assessment</p> <p>Observation</p> <p>Pre-assessment</p> | <p>Fitness assessment</p> <p>Observation</p> | <p>Fitness assessment</p> <p>Observation</p> <p>Post-assessment</p> |

**Freehold Regional High School District
Course Proficiencies and Pacing
Adaptive Physical Education**

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|-------------------|--|-----------------------------|
| Unit #1: Fitness | <p>Physical activity will enhance your overall health and wellness.</p> <p>Taking responsibility for one's health is an essential step toward developing and maintaining a healthy, active lifestyle.</p> <ol style="list-style-type: none"> 1. Students will recognize that health and wellness can be achieved through a partnership with family and community. 2. Students will identify methods that lead to improved health and wellness. 3. Students will demonstrate an understanding of the connection between lifestyle choices and health/wellness. | Ongoing |
| | <p><u>Fitness choice Selections</u></p> <p>1A. Aerobics</p> <p>1B. Body Toning</p> <p>1C. Dance</p> <p>1D. Fitness Walking</p> <p>1E. Pilates</p> <p>1F. Yoga</p> <p>1G. Weight Training</p> | |

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|----------------------|---|----------------------|
| Unit #2: Team Sports | <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <ol style="list-style-type: none"> 1. Students will transfer movements from one activity to another. 2. Students will work toward control of the body in motion. 3. Students will engage in activities to improve locomotive skills. <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p> <ol style="list-style-type: none"> 1. Students will succeed in games, sports, and activities through cooperation with others. 2. Students will demonstrate strategy. 3. Students will model positive mental attitude to improve their performance. <p>Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.</p> <ol style="list-style-type: none"> 1. Students will recognize the danger of disregarding safety procedures. 2. Students will identify the importance of following rules of specific activities. 3. Students will improve cooperation and communication skills with peers. 4. Students will demonstrate sportsmanship through all play. | Ongoing |

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|--|---|----------------------|
| | <p><u>Team Sports Choices</u></p> <p>2A. Basketball</p> <p>2B. Games and Activities</p> <p>2C. Gatorball</p> <p>2D. Hockey (Floor Hockey/Field Hockey/Outdoor Hockey/Pillow Polo)</p> <p>2E. Soccer (Indoor/Outdoor)</p> <p>2F. Kickball/Softball</p> <p>2G. Speedball</p> <p>2H. Ultimate Frisbee</p> <p>2I. Volleyball/Nukem</p> | |
| Unit #3: Leisure/Recreation Activities | <p>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</p> <ol style="list-style-type: none"> 1. Students will build a list of activities to be included in their fitness plan. 2. Students will utilize an understanding of body composition and how this relates to a healthy lifestyle. 3. Students will relate the benefits of a fitness program. | Ongoing |

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|--|---|----------------------|
| | <p><u>Leisure/Recreational Activities</u></p> <p>3A. Adventure Education</p> <p>3B. Archery</p> <p>3C. Badminton</p> <p>3D. Bocce</p> <p>3E. Bowling</p> <p>3F. Box Ball/ Four Square</p> <p>3G. Frisbee Golf</p> <p>3H. Handball</p> <p>3I. Horseshoes</p> <p>3J. Paddleball</p> <p>3K. Pickleball</p> <p>3L. Ping Pong</p> <p>3M. Tennis</p> <p>3N. Wallyball</p> | |
| <p>Unit #4: Teamwork, Sportsmanship, and Communication</p> | <p>In order to obtain maximum benefit from physical activity one must demonstrate knowledge and commitment to sportsmanship, rules and safety.</p> <p>Teamwork and communication is essential to be successful in daily life.</p> <ol style="list-style-type: none"> 1. Students will demonstrate good sportsmanship while adhering to rules of activities. 2. Students will demonstrate positive attitudes and appropriate behavior during participation. 3. Students will transfer the concept of teamwork within their daily lives. | <p>Ongoing</p> |

Freehold Regional High School District
Adaptive Physical Education
Unit #1: Fitness

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one's health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Ongoing

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|--|---|---|
| <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> | <p>Check Heart Rates</p> <p>F.I.T. - Frequency Intensity and Time</p> <p>Inhalation/Exhalation</p> | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as weights, steps, mats, etc...</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with fitness DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local gym.</p> <p>Have certified instructor teach a class.</p> <p>Utilize a buddy-system</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Students work at their own ability. (change reps, sets, pace, time, levels, amount of weight used)
- Heart Rate: hand on heart, count beats per minute

Freehold Regional High School District
Adaptive Physical Education
Unit #1A: Fitness – AEROBICS

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one’s health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Varies

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|---|--|---|
| <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> | <p><u>TYPE</u> Aerobic Activities</p> <p><u>SKILLS</u> Warm up phase - Technique - Stretching - Range of Motion Activity Phase - Proper movement - Target heart rate Cool down phase - Recovery heart rate - Stretching</p> | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as: steps, music, heart monitors, etc.</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with fitness DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local gym.</p> <p>Have certified aerobics instructor teach a class.</p> <p>Utilize a buddy-system</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Students work at their own ability. (change reps, sets, pace, time, levels, amount of weight used)
- Heart Rate: put hand on heart, count beats per minute

Freehold Regional High School District
Adaptive Physical Education
Unit #1B: Fitness – BODY TONING

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one’s health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Varies

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> <p>How does a person remain injury free?</p> <p>What is the proper protocol during fitness activities?</p> | <p><u>SKILLS</u></p> <p>Abdominal Exercises</p> <ul style="list-style-type: none"> - Crunches - Oblique’s - Reverse <p>Body Bars</p> <ul style="list-style-type: none"> - Bicep Curls - Tricep Extension - Chest Press - Wrist Curls - Twists <p>Fitness Balls</p> <ul style="list-style-type: none"> - Balance - Abdominals - Stretching - Weight Training <p>Kettle Bells</p> <ul style="list-style-type: none"> - Swings - Snatches - High Pull - Clean <p>Medicine Balls</p> <ul style="list-style-type: none"> - Chest pass - Twist pass - Squat Thrust | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as body bars, fitness balls, kettle bells, medicine balls, etc.</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with fitness DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local gym.</p> <p>Have certified instructor teach a class.</p> <p>Utilize the “Buddy System”</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Students work at their own ability. (change reps, sets, pace, time, levels, amount of weight used)
- Modify movements as necessary
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #1C: Fitness – DANCE

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one’s health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Varies

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|---|--|---|
| <p>How do you monitor your target heart rate?</p> <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> <p>How can dance be useful as an effective form of exercise?</p> <p>How does a person remain injury free?</p> <p>What is the proper protocol during fitness activities?</p> | <p><u>TYPE</u></p> <p>Folk dance</p> <p>Jazz dance</p> <p>Modern dance</p> <p>Square dance</p> <p>Social dance</p> <p><u>SKILLS</u></p> <p>Rhythmic and Tempo</p> <ul style="list-style-type: none"> - Staying in time with music - Staying in time with tempo changes <p>Locomotor Skills</p> <ul style="list-style-type: none"> - Basic dance steps - Basic dance patterns - Basic dance movements <p>Body Form</p> <ul style="list-style-type: none"> - Balance - Poise - Body awareness - Body placement (change in levels) <p>Dance Combinations</p> <ul style="list-style-type: none"> - Dance patterns - Contraction and release patterns - Responding to call direction <p>Dance Etiquette</p> <ul style="list-style-type: none"> - Ability to work with a group or partner - Polite and courteous | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as music, partners, etc...</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with dance DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local dance studio.</p> <p>Have certified dance instructor teach a class.</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Modify dance movements, pacing, steps, ect.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #1D: Fitness – FITNESS WALKING

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one’s health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Varies

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|---|
| <p>How do you manage your target heart rate?</p> <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> <p>How does a person remain injury free?</p> <p>What is the proper protocol during fitness activities?</p> | <p><u>SKILLS</u></p> <p>Form</p> <ul style="list-style-type: none"> - Hold arms at 90 degree angle - Drive arms hip to eye - Step heel to toe <p>Posture</p> <ul style="list-style-type: none"> - Chin up and head held high - Back straight <p>Stride</p> <ul style="list-style-type: none"> - Calculate stride length <p>Breathing</p> <ul style="list-style-type: none"> - Inhale through your nose, exhale through your mouth <p>Pace</p> <p>Knowledge of safety procedures</p> <p>Knowledge of terminology</p> <p>Etiquette</p> | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as pedometers, weights, heart rate monitors, etc.</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with fitness DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local park.</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Students work at their own ability. (pace, time) • Heart Rate: hand on heart, count beats per minute • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #1E: Fitness – PILATES

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one’s health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Varies

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---|---|---|
| <p>How do you manage your target heart rate?</p> <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> <p>How does a person remain injury free?</p> <p>What is the proper protocol during fitness activities?</p> | <p><u>SKILLS</u></p> <p>Mat Skills</p> <ul style="list-style-type: none"> - The Hundred - Roll Up - Roll like a ball - Single Leg Stretch - Double Leg Stretch - Cat - Bicycle - Leg Circles <p>Standing Skills</p> <ul style="list-style-type: none"> - Pilates Posture - Breathing technique - Rag doll - Lateral Spine Stretch - Toe Raise <p>Knowledge of safety procedures</p> <p>Knowledge of terminology</p> <p>Etiquette</p> | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as mats, towels, water, etc.</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with fitness DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local Pilates gym.</p> <p>Have certified Pilates instructor teach a class.</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Students work at their own ability. (change reps, sets, pace, time, levels)
- Modify movements (form, balance techniques)
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #1F: Fitness – YOGA

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one’s health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Varies

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|---|---|
| <p>How do you manage your target heart rate?</p> <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> <p>How does a person remain injury free?</p> <p>What is the proper protocol during fitness activities?</p> | <p><u>SKILLS</u></p> <p>Hatha</p> <ul style="list-style-type: none"> - Boat - Bow - Candle - Cobra - Dancer - Fish - Hip bend - Plough - Tree - Triangle <p>Kudaleni</p> <ul style="list-style-type: none"> - Sitting postures (asanas) - Hand/Locks - Sound Currents (manthas) - Kriyas <p>Tantric</p> <ul style="list-style-type: none"> - Test for the power of imagination - Yoga Nidra (1) - Yoga Nidra (2) - Nada Yoga - Corpse Posture <p>Knowledge of safety procedures</p> <p>Knowledge of terminology</p> <p>Etiquette</p> | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as music, candles, mats, etc...</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with a yoga DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local yoga studio.</p> <p>Have certified yoga instructor teach a class.</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Students work at their own ability. (change reps, sets, pace, time, levels)
- Modify movements (form, balance techniques)
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #1G: Fitness – WEIGHT TRAINING

Enduring Understandings: Physical activity will enhance your overall health and wellness.

Taking responsibility for one’s health is an essential step toward developing and maintaining a healthy, active lifestyle.

Essential Questions: How can partnership with family and community lead to health and wellness?

What changes in lifestyle will lead to improved health and wellness?

How will your choices affect your lifestyle?

Unit Goal: Students will develop a passion for fitness and a desire to maintain a healthy lifestyle outside the classroom.

Duration of Unit: Varies

NJCCCS: 12.2.1 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|---|
| <p>How do you manage your target heart rate?</p> <p>What are the benefits of exercise?</p> <p>How often, how long, and at what level should a person exercise?</p> <p>What is the proper breathing technique during exercise?</p> <p>How does a person remain injury free?</p> <p>What is the proper protocol during fitness activities?</p> | <p><u>TYPE</u></p> <p>Strength Training</p> <p>Endurance</p> <p>Bulk Training</p> <p><u>SKILLS</u></p> <p>Warm Up Phase</p> <ul style="list-style-type: none"> - Cardiovascular warm up - Stretching <p>Activity Phase</p> <ul style="list-style-type: none"> - Proper breathing - Full range of motion - Slow speed - Utilization of negative aspect of the exercise - Proper technique <p>Cool Down Phase</p> <ul style="list-style-type: none"> - Stretching - Full range of motion <p>Set goals using repetitions and sets</p> <p>Knowledge of safety procedures</p> <p>Knowledge of terminology</p> <p>Etiquette</p> | <p>Fitness books</p> <p>Physical education books</p> <p>Sports equipment such as free weights, weight machines, mats, etc...</p> <p>Stereo, CDs, DVDs</p> | <p>Demonstration of specific skills.</p> <p>Students can follow along with a weight training DVD or CD.</p> <p>Have students work cooperatively to maximize fitness potential.</p> <p>Have students take a field trip to a local gym.</p> <p>Have a certified personal trainer teach a class.</p> <p>Utilize the “Buddy System”</p> | <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Students work at their own ability. (change reps, sets, pace, time, levels, amount of weight used)
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #2: Team Sports

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another?

How can you develop control of body movements?

Which activities can improve locomotive skills?

How does cooperation with others promote success in games, sports, and activities?

To what extent does strategy and positive mental activity influence performance in games and activities?

Why is it important to follow safety procedures and rules for specific activities?

How could good etiquette and ethical behavior effect the interaction of students through physical activity?

How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Ongoing

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|---|---|
| Why is teamwork important? What is sportsmanship? What are the different rules for team sports? What are the different strategies for team sports? How does a person remain injury free? How does cooperating with others enhance game play? | Teamwork Sportsmanlike conduct Knowledge of game rules Knowledge of terminology Knowledge of safety procedures Ability to work with others on a team | Physical education books Sports equipment such as balls, nets, pinnies, etc... DVDs and CDs | Demonstration of specific skills Peer teaching/demonstration Have students attend a High school or higher caliber game/event. Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated. Have students officiate game play. Utilize the “Buddy System” | Peer assessment Pre-test knowledge and basic skills of the fitness activity. Monitor progress. Post-test knowledge and basic skills of the fitness activity. |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, field size.

Freehold Regional High School District
Adaptive Physical Education
Unit #2A: Team Sports – BASKETBALL

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another?

How can you develop control of body movements?

Which activities can improve locomotive skills?

How does cooperation with others promote success in games, sports, and activities?

To what extent does strategy and positive mental activity influence performance in games and activities?

Why is it important to follow safety procedures and rules for specific activities?

How could good etiquette and ethical behavior effect the interaction of students through physical activity?

How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|---|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p><u>SKILLS</u></p> <p>Ballhandling</p> <ul style="list-style-type: none"> - Passing - Dribbling <p>Shooting</p> <ul style="list-style-type: none"> - Jump shot - Lay-up - Free throw <p>Outside moves: Perimeter play</p> <ul style="list-style-type: none"> - Live ball moves - Dribble ball moves <p>Inside moves: Post play</p> <ul style="list-style-type: none"> - Positioning - Post moves <p>Defense</p> <ul style="list-style-type: none"> - On the ball - Off the ball - Post defense <p>Rebounding</p> <ul style="list-style-type: none"> - Defensive and Offensive <p><u>GAME STRATEGIES</u></p> <p>Team offense</p> <p>Team defense</p> | <p>Physical education books</p> <p>Sports equipment such as balls, hoops, pinnies, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, court size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #2B: Team Sports – GAMES AND ACTIVITIES

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

- Essential Questions:**
- How can you transfer movements from one activity to another?
 - How can you develop control of body movements?
 - Which activities can improve locomotive skills?
 - How does cooperation with others promote success in games, sports, and activities?
 - To what extent does strategy and positive mental activity influence performance in games and activities?
 - Why is it important to follow safety procedures and rules for specific activities?
 - How could good etiquette and ethical behavior effect the interaction of students through physical activity?
 - How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p><u>SKILLED ACTIVITIES</u></p> <p>Large Group Games (ex. – but not limited to)</p> <ul style="list-style-type: none"> - Flag Tag - Kickball - It Takes a Thief - Roll Call Scramble - Squash ‘Em - Stage Coach - Time Lapse - Zone Football - Punch Ball <p>Obstacle Course (ex. – but not limited to)</p> <ul style="list-style-type: none"> - Black Out - Blind Mice - Busy Bodies - Dodge Maze <p>Relays (examples – but not limited to)</p> <ul style="list-style-type: none"> - Dorsal 2 Dorsal - Indy 500 - Machine gun - Obstacle course relays - Rear 2 Rear - Stunt replays | <p>Physical education books</p> <p>Sports equipment such as balls, nets, pinnies, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game/event.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> <p>Have students make up a new game or different version of an old game to play in class.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, field size.

**Freehold Regional High School District
Adaptive Physical Education**

Unit #2C: Team Sports – GATORBALL (combination of football, soccer and basketball)

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

- Essential Questions:**
- How can you transfer movements from one activity to another?
 - How can you develop control of body movements?
 - Which activities can improve locomotive skills?
 - How does cooperation with others promote success in games, sports, and activities?
 - To what extent does strategy and positive mental activity influence performance in games and activities?
 - Why is it important to follow safety procedures and rules for specific activities?
 - How could good etiquette and ethical behavior effect the interaction of students through physical activity?
 - How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p><u>SKILLS</u> Dribbling Passing Heading Kicking Lifting Throwing/catching a ball on the fly</p> <p><u>GAME STRATEGIES</u> Team Offense Team Defense</p> <p>Sportsmanlike conduct Knowledge of game rules Knowledge of terminology Knowledge of safety procedures Ability to work with others on a team</p> | <p>Physical education books</p> <p>Sports equipment such as balls, nets, pinnies, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game/event.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, field size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #2D: Team Sports – HOCKEY (FLOOR, FIELD, OUTDOOR, PILLOW POLO)

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy Lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another? How can you develop control of body movements? Which activities can improve locomotive skills? How does cooperation with others promote success in games, sports, and activities? To what extent does strategy and positive mental activity influence performance in games and activities? Why is it important to follow safety procedures and rules for specific activities? How could good etiquette and ethical behavior effect the interaction of students through physical activity? How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> | <p><u>SKILLS</u></p> <p>Stick Technique</p> <ul style="list-style-type: none"> - Dribble - Dodge - Flick - Scoop - Push <p>Play Technique</p> <ul style="list-style-type: none"> - Pass back - Bullying - Tackling - Shooting ball - Passing ball - Stopping ball <p>Dribbling</p> <ul style="list-style-type: none"> - Grip - Forehand - Backhand | <p>Physical education books</p> <p>Sports equipment such as pucks, goals, pinnies, sticks, pads, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---------------------------------------|---------------------|-----------------------|
| <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p>Passing</p> <ul style="list-style-type: none"> - Grip - Push pass - Flick pass - Direction of pass <p>Shooting</p> <ul style="list-style-type: none"> - Drive shot - Sweep shot - Wrist shot <p>Goal Keeping</p> <ul style="list-style-type: none"> - Grip - Position in goal - Use of glove hand - Blocking techniques <p><u>GAME STRATEGIES</u></p> <p>Team Offense</p> <p>Team Defense</p> <p>Positions</p> <p>Sportsmanlike conduct</p> <p>Knowledge of game rules</p> <p>Knowledge of safety procedures</p> <p>Ability to work with others on a team</p> | | | |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, field size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #2E: Team Sports – SOCCER (INDOOR/OUTDOOR)

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another? How can you develop control of body movements? Which activities can improve locomotive skills? How does cooperation with others promote success in games, sports, and activities? To what extent does strategy and positive mental activity influence performance in games and activities? Why is it important to follow safety procedures and rules for specific activities? How could good etiquette and ethical behavior effect the interaction of students through physical activity? How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p><u>SKILLS</u></p> <p>Dribbling</p> <ul style="list-style-type: none"> - Inside of foot - Outside of foot <p>Passing</p> <ul style="list-style-type: none"> - Inside of foot - Outside of foot - Instep - Chip <p>Shooting</p> <p>Heading</p> <p>Trapping</p> <ul style="list-style-type: none"> - Ground - Thigh - Chest <p>Goal Keeping</p> <ul style="list-style-type: none"> - Collecting and deflecting shots - Throwing and punting <p><u>GAME STRATEGIES</u></p> <p>Offensive and Defensive</p> | <p>Physical education books</p> <p>Sports equipment such as balls, nets, pinnies, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game/event.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, field size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #2F: Team Sports – KICKBALL / SOFTBALL

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another? How can you develop control of body movements? Which activities can improve locomotive skills? How does cooperation with others promote success in games, sports, and activities? To what extent does strategy and positive mental activity influence performance in games and activities? Why is it important to follow safety procedures and rules for specific activities?

How could good etiquette and ethical behavior effect the interaction of students through physical activity? How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|--|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p><u>SKILLS</u></p> <p>Throwing</p> <ul style="list-style-type: none"> - Grip - Stance <p>Catching</p> <ul style="list-style-type: none"> - Force absorption - Tracking <p>Fielding</p> <ul style="list-style-type: none"> - Ground balls/Fly balls <p>Pitching</p> <ul style="list-style-type: none"> - Stance and motion (Slow/Fast) <p>Batting</p> <ul style="list-style-type: none"> - Hitting / Bunting <p>Base running</p> <ul style="list-style-type: none"> - Off bat contact - Stealing - Sliding <p><u>GAME STRATEGIES</u></p> <p>Team Offense and Team Defense Positions</p> | <p>Physical education books</p> <p>Sports equipment such as balls, bats, gloves, pinnies, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game/event.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, ball and bat (type/size), rules, field size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #2G: Team Sports – SPEEDBALL

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy Lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another? How can you develop control of body movements? Which activities can improve locomotive skills? How does cooperation with others promote success in games, sports, and activities? To what extent does strategy and positive mental activity influence performance in games and activities? Why is it important to follow safety procedures and rules for specific activities?

How could good etiquette and ethical behavior effect the interaction of students through physical activity? How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p><u>SKILLS</u></p> <p>Passing</p> <ul style="list-style-type: none"> - Chest pass - Baseball pass - Overhead pass - Underhand pass - Hook pass <p>Catching</p> <ul style="list-style-type: none"> - Stance - Hand positioning - Absorption <p>Foot Dribbling</p> <ul style="list-style-type: none"> - Passing - Dribbling - Kicking <p>Ground Balls/Conversion</p> <ul style="list-style-type: none"> - Kick up - One foot kick up - Kick up stationary ball - Aerial overhead dribble <p>Trapping</p> <ul style="list-style-type: none"> - Foot trap - Leg trap <p>Goal Keeping</p> <ul style="list-style-type: none"> - Soccer goalie skills - Goalie positioning <p><u>GAME STRATEGIES</u></p> <p>Team Offense</p> <p>Team Defense</p> <p>Sportsmanlike conduct</p> <p>Knowledge of game rules</p> <p>Knowledge of safety procedures</p> <p>Ability to work with others on a team</p> | <p>Physical education books</p> <p>Sports equipment such as balls, nets, pinnies, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game/event.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, field size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #2H: Team Sports – ULTIMATE FRISBEE

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another? How can you develop control of body movements?
 Which activities can improve locomotive skills? How does cooperation with others promote success in games, sports, and activities?
 To what extent does strategy and positive mental activity influence performance in games and activities? Why is it important to follow safety procedures and rules for specific activities? How could good etiquette and ethical behavior effect the interaction of students through physical activity?
 How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|---|---|
| How can you develop skills needed to participate in team sports? What are the different rules for team sports? What are the different strategies for team sports? How does a person remain injury free? How does cooperating with others enhance game play? Why is teamwork important? Why is teamwork important? What is sportsmanship? | <u>SKILLS</u> Throwing - Grip - Stance - Side arm throw - Underhand throw Catching - One handed catch - Two handed catch - Hand positioning Guarding - Athletic stance - Positioning - Intercepting <u>GAME STRATEGIES</u> Team Offense Team Defense | Physical education books Sports equipment such as frisbees, nets, pinnies, etc... DVDs and CDs | Demonstration of specific skills Peer teaching/demonstration Have students attend a High school or higher caliber game/event. Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated. Have students officiate game play. | Peer assessment Pre-test knowledge and basic skills of the fitness activity. Monitor progress. Post-test knowledge and basic skills of the fitness activity. |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, field size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #2I: Team Sports – VOLLEYBALL/NUKEM

Enduring Understandings: Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Adherence to safety practices, rules of activities, and positive social interaction enhances enjoyment.

Essential Questions: How can you transfer movements from one activity to another? How can you develop control of body movements? Which activities can improve locomotive skills? How does cooperation with others promote success in games, sports, and activities? To what extent does strategy and positive mental activity influence performance in games and activities? Why is it important to follow safety procedures and rules for specific activities?

How could good etiquette and ethical behavior effect the interaction of students through physical activity? How can teamwork apply to everyday life?

Unit Goal: Students will achieve the ability to cooperatively work well with others.

Duration of Unit: Varies

NJCCCS: 12.2.5 A-C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|--|--|
| <p>How can you develop skills needed to participate in team sports?</p> <p>What are the different rules for team sports?</p> <p>What are the different strategies for team sports?</p> <p>How does a person remain injury free?</p> <p>How does cooperating with others enhance game play?</p> <p>Why is teamwork important?</p> <p>Why is teamwork important?</p> <p>What is sportsmanship?</p> | <p><u>SKILLS</u></p> <p>Forearm pass – Bump</p> <ul style="list-style-type: none"> - Hand position - Stance - Ball contact <p>Set</p> <ul style="list-style-type: none"> - Hand position/Stance/Ball contact <p>Serve – Underhand, Overhand, & Sidearm</p> <ul style="list-style-type: none"> - Stance - Ball toss - Ball contact <p>Spike and Dink</p> <ul style="list-style-type: none"> - Body positioning/Timing <p>Block</p> <ul style="list-style-type: none"> - Body positioning/Timing <p>Dig</p> <ul style="list-style-type: none"> - Hand position/Stance/Ball contact <p><u>GAME STRATEGIES</u></p> <p>Team Offense</p> <p>Team Defense</p> <p>Rotations</p> | <p>Physical education books</p> <p>Sports equipment such as balls, nets, pinnies, etc...</p> <p>DVDs and CDs</p> | <p>Demonstration of specific skills</p> <p>Peer teaching/demonstration</p> <p>Have students attend a High school or higher caliber game/event.</p> <p>Have students watch a game on TV and verbalize strategies used and sportsmanship demonstrated.</p> <p>Have students officiate game play.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity.</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

**Freehold Regional High School District
Adaptive Physical Education
Unit #3: Leisure/ Recreational Activities**

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Ongoing

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|--|--|---|
| <p>Which activities bring enjoyment while providing an opportunity for exercise and fitness development?</p> <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p>Knowledge of various leisure and recreational activities</p> <p>Knowledge of equipment use</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as racquets, scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> <p>Utilize the “Body System”</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, court size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #3A: Leisure/ Recreational Activities – ADVENTURE EDUCATION

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?
 What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Team challenges</p> <p>Low risk challenges</p> <p>High risk challenges</p> <p>Belaying techniques</p> <p>Safety precautions</p> <ul style="list-style-type: none"> - Spotting - Belaying - Equipment <p>Improvement</p> <ul style="list-style-type: none"> - Agility - Physical coordination - Trust <p>Knowledge of the activity rules</p> <p>Group support and teamwork</p> <p>Cooperation</p> <p>Participation level/effort</p> <ul style="list-style-type: none"> - Leadership roll - Active participant - Passive | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as ropes course, climbing wall, etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Participation with Peers/Instructor</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, and course.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #3B: Leisure/ Recreational Activities – ARCHERY

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Technique</p> <ul style="list-style-type: none"> - Grip - Stance - Bow arm - String arm <p>Commands</p> <ul style="list-style-type: none"> - Nock - Draw and anchor - Aim/concentrate - Release/follow-through <p>Demonstration of accuracy</p> <p>Knowledge of equipment use</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as bow, arrow, target, etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, distance, size of target • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #3C: Leisure/ Recreational Activities – BADMINTON

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|---|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Grip</p> <ul style="list-style-type: none"> - Forehand - Backhand <p>Service</p> <ul style="list-style-type: none"> - Short serve - Long serve <p>Service Rotation</p> <ul style="list-style-type: none"> - Singles - Doubles <p>Basic Strokes</p> <ul style="list-style-type: none"> - Forehand - Backhand <p>Volley Skills</p> <ul style="list-style-type: none"> - Drop shot - Lob - Smash - Net flight <p><u>GAME STRATEGIES</u></p> <p>Offense and Defense</p> <p>Knowledge of the activity rules</p> <p>Sportsmanship and Teamwork</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as racquets, scoreboard, birdies, nets, etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #3D: Leisure/ Recreational Activities – BOCCE

Enduring Understandings: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Underhand throw</p> <p>Rolling the palina</p> <p>Strategy</p> <ul style="list-style-type: none"> - Singles - Doubles - Defensive - Offensive <p>Knowledge of equipment use</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, lane size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #3E: Leisure/ Recreational Activities – BOWLING

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Grip on ball</p> <p>Timing</p> <p>Aiming</p> <p>Technique</p> <ul style="list-style-type: none"> - Correct Form - Stance - Approach <p>Angles</p> <p>Score Keeping</p> <ul style="list-style-type: none"> - Symbols <p>Knowledge of History of Bowling</p> <p>Knowledge of the activity rules</p> <p>Knowledge of terminology</p> <p>Safety procedures</p> <p>Sportsmanship</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as pins, bowling balls, score sheets</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, court size, and bumper lanes.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #3F: Leisure/ Recreational Activities – BOX BALL/FOUR SQUARE

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|--|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Serve</p> <ul style="list-style-type: none"> - Underhand <p>Hitting</p> <p>Strategy</p> <ul style="list-style-type: none"> - Offense - Defense <p>Knowledge of equipment use</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as tape, box ball balls, etc.</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #3G: Leisure/ Recreational Activities – FRISBEE GOLF

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Throwing</p> <ul style="list-style-type: none"> - Grip - Stance - Side arm throw - Underhand throw <p>Aim</p> <ul style="list-style-type: none"> - Depth perception - Speed control <p>Knowledge of game play and scoring</p> <p>Etiquette</p> <p>Knowledge of equipment use</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as Frisbees, nets, stakes, score sheets, etc.</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, court size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #3H: Leisure/ Recreational Activities – HANDBALL

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Serving</p> <ul style="list-style-type: none"> - Three wall serve - Ceiling serve - Long serve - Out of court serve - Two consecutive screen serves <p>Strokes</p> <ul style="list-style-type: none"> - Back wall shot - Defensive shot - Dig shot - Kill shot - Lob shot <p>Strategy</p> <ul style="list-style-type: none"> - Singles - Doubles - Cut throat <p>Knowledge of scoring</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as handball court, scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #3I: Leisure/ Recreational Activities – HORSESHOES

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Stance</p> <p>Pitching the horseshoe</p> <p>Strategy</p> <ul style="list-style-type: none"> - Singles - Doubles - Defensive - Offensive <p>Knowledge of equipment use</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship/Cooperation</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as horseshoes, scoreboard, stakes, etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #3J: Leisure/ Recreational Activities – PADDLEBALL

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Grip</p> <ul style="list-style-type: none"> - Forehand - Backhand <p>Basic Strokes</p> <ul style="list-style-type: none"> - Forehand - Backhand - Volley <p>Advanced Shots</p> <ul style="list-style-type: none"> - Overhead returns - Overhand smash - Short hop - Drop shot - Lob <p>Serve</p> <ul style="list-style-type: none"> - Drive serve - Lob serve <p><u>STRATEGIC PLAY</u></p> <p>Singles</p> <p>Doubles</p> <p>Knowledge of scoring for singles, double, and cutthroat</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship/Cooperation</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as racquets, scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #3K: Leisure/ Recreational Activities – PICKLEBALL

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Forehand</p> <ul style="list-style-type: none"> - Grip - Eastern forehand - Forehand drive <p>Backhand</p> <ul style="list-style-type: none"> - Grip - Eastern backhand - Backhand drive <p>Volley</p> <ul style="list-style-type: none"> - Grip - Body position - Follow through <p>Lob</p> <ul style="list-style-type: none"> - Grip - Body position - Follow through <p>Serve</p> <ul style="list-style-type: none"> - Grip - Body position - Follow through <p><u>GAME STRATEGIES</u></p> <p>Offense / Defense</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship/Cooperation</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as racquets, scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, court size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #3L: Leisure/ Recreational Activities – PING PONG

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u> Forehand Backhand Serve Strategy</p> <ul style="list-style-type: none"> - Singles - Doubles - Defensive - Offensive <p>Knowledge of equipment use</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as racquets, scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

**Freehold Regional High School District
Adaptive Physical Education
Unit #3M: Leisure/ Recreational Activities – TENNIS**

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Forehand drive</p> <ul style="list-style-type: none"> - Grip/Racquet position - Swing - Footwork <p>Backhand drive</p> <ul style="list-style-type: none"> - Same as Forehand drive <p>Serve</p> <ul style="list-style-type: none"> - Grip/Racquet position - Ball toss and swing - Footwork <p>Lob</p> <ul style="list-style-type: none"> - Grip/Racquet position - Forehand - Backhand - Footwork <p>Volley</p> <ul style="list-style-type: none"> - Grip/Racquet position - Forehand / Backhand - Footwork <p>Overhead</p> <ul style="list-style-type: none"> - Grip/Racquet position - Swing - Footwork <p><u>GAME STRATEGIES</u></p> <p>Offensive / Defensive</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship/Cooperation</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as racquets, scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |

Suggestions on how to differentiate in this unit:

- Modify equipment, rules, court size.
- Utilize the “Buddy System”

Freehold Regional High School District
Adaptive Physical Education
Unit #3N: Leisure/ Recreational Activities – WALLEYBALL

Enduring Understanding: Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions: Which physical activities will individuals include in their fitness plan?

How is an understanding of body composition essential to living a healthy lifestyle (genetics, gender, age, nutrition, activity level, and exercise type)?

What are the benefits of a fitness program?

Unit Goal: Students will develop a passion to participate in lifelong activities.

Duration of Unit: Varies

NJCCCS: 12.2.6 A

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>How does the use of equipment enhance performance?</p> <p>What are the rules for the activity?</p> <p>How does a person remain injury free?</p> <p>How will fair play affect the activity?</p> | <p><u>SKILLS</u></p> <p>Ball Handling</p> <ul style="list-style-type: none"> - Passing - Setting - Bump - Spike - Block <p>Serve</p> <ul style="list-style-type: none"> - Underhand - Sidearm - Overhand <p><u>GAME STRATEGIES</u></p> <p>Ball control</p> <p>Positioning of players</p> <p>Playing the ball off of the wall</p> <p>Knowledge of the activity rules</p> <p>Safety procedures</p> <p>Sportsmanship/Cooperation</p> <p>Teamwork</p> | <p>Physical Education books</p> <p>DVDs and CDs</p> <p>Sports equipment such as nets, scoreboard, balls etc...</p> | <p>Demonstration of the skill.</p> <p>Watch a DVD to demonstrate proper technique.</p> <p>Have students work in small groups to learn proper scoring and do a mock score project.</p> | <p>Peer assessment</p> <p>Pre-test knowledge and basic skills of the fitness activity.</p> <p>Monitor progress.</p> <p>Post-test knowledge and basic skills of the fitness activity</p> |
| <p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Modify equipment, rules, court size. • Utilize the “Buddy System” | | | | |

Freehold Regional High School District
Adaptive Physical Education
Unit #4: Teamwork, Sportsmanship, and Communication

Enduring Understandings: In order to obtain the maximum benefit from physical activity one must demonstrate knowledge and commitment to sportsmanship rules, and safety.

Teamwork and communication is essential to be successful in daily life.

Essential Questions: Why is it important to follow the rules and show good sportsmanship?
 How does good etiquette and ethical behavior effect the interaction of students through physical activity?
 How can teamwork apply to everyday life?

Unit Goal: Students will work cooperatively while displaying good sportsmanship.

Duration of Unit: Varies

NJCCCS: 12.9.1 C

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|--|
| What is sportsmanship? Why are rules of play necessary? Why are rules of safety necessary? How does one display good etiquette during physical activity? | Knowledge of terminology Knowledge of safety procedures Etiquette | Physical Education books DVDs and CDs Sports equipment such as nets, scoreboard, balls etc... Use of team-building activities | Demonstration of the good communication and teamwork. Watch a DVD to demonstrate proper etiquette Have students work together to achieve a common goal. | Peer assessment Pre-test knowledge and basic skills of the fitness activity. Monitor progress. Post-test knowledge and basic skills of the fitness activity |

Suggestions on how to differentiate in this unit:

- Offer rewards for examples of good sportsmanship