

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Peer Inclusion PE

Curriculum writing committee:

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Grade Level:

10-12

Date of Board Approval: _____2023_____

Example of course weighting to be listed on each curriculum and uniform throughout the district.

Course Weighting:

Participation	70%
Tests, Projects, Assignments	20%
Preparation	10%
Total	100%

Curriculum Map

Overview:

Peer Inclusion PE provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. Students will collaborate with one another and participate in both team and individual sports as well as fitness activities. The Peer Inclusion PE course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive school-wide culture.

Goals:

1. Unit - Team Building

Overview with time range in days: 15

Team Sports Goals:

Understanding of:

- Teamwork
- Effective Communication
- Goal Setting

Big Ideas:

- A team includes different people and roles.
- Working together is more effective than alone.

- Effective teamwork uses various skills.
- Everyone has different aptitudes as well as weaknesses.
- Individuals can have a huge impact on others and their community.

Textbook and Supplemental Resources:

- Shapeamerica.org
- Specialolympics.org
- jointherevolution.org
- pecentral.org
- cdc.gov
- equipment necessary for safe participation
- teacher made handouts/materials

2. Unit – Lifetime Fitness Activities

Overview with time range in days: 25

Lifetime Fitness Activities Goals:

Understanding of:

- Lifetime fitness
- Physical fitness
- Cardiovascular Endurance
- Muscular Strength and Endurance
- Muscular Flexibility
- Lifetime activities and positive social interactions
- Lifetime and stress reduction
- Lifetime activities and health-related fitness
- Principles of inclusion and leadership
- Safety rules and guidelines
- Proper use of all equipment
- the impact of personal actions on others and the community

3. Unit - Individual/Dual Sports

Overview with time range in days: 20

Individual/Dual Sport Goals:

Understanding of:

- spatial awareness
- movement principles necessary
- physical benefits
- offensive and defensive strategies involved in individual/dual sports
- proper rules and etiquette

- principles of inclusion and leadership
- demonstration of sportsmanship
- the impact of personal actions on others and the community

4. Unit - Team Sports

Overview with time range in days: 30

Team Sports Goals:

Understanding of:

- spatial awareness
- movement principles necessary
- physical benefits of play
- the proper rules and etiquette
- principles of inclusion and leadership
- demonstration of sportsmanship
- the impact of personal actions on others and the community

Big Ideas:

- Participation in physical activity impacts wellness throughout a lifetime.
- Lifetime fitness activities enable a person to maintain a level of physical fitness which will allow that person's body to function efficiently and effectively.
- Social Skills are more important than game skills.
- Physical activity can be adapted to meet the needs of all participants with unique and individualized needs.
- Individuals can have a huge impact on others and their community.

Textbook and Supplemental Resources:

- Shapeamerica.org
- Specialolympics.org
- jointherevolution.org
- pecentral.org
- cdc.gov
- equipment necessary for safe participation
- teacher made handouts/materials

Curriculum Plan

Unit: Teambuilding

Time Frame: 15 lessons

Standards Addressed:

- 10.1.12.B
- 10.2.12.D
- 10.3.12.C, D
- 10.4.12.B, D, F
- 10.5.12.F

SHAPE National PE Standards: 1,2,3,4,5

Anchor(s):

- A-V.4.1.1
- A-V.4.1.2
- B-K.1.1.2
- B-C.2.1.1
- E.1.1.1
- S8.A.1.1.3
- S8.A.1.2.3
- S8.A.1.3.2
- S8.A.1.3.3
- S8.C.3.1.1
- S8.C.3.1.2
- S8.C.3.1.3

Eligible Content: This unit will emphasize leadership, cooperative games, and group initiative games through a de-emphasis on winning and competition. The students will work to increase mutual support within their group (anyone who tries should be respected). Emphasis is placed on the effort; success and failure is not as important and cooperation and support. Students will engage in activities that have minimal rules in order to facilitate cooperation and leadership. Students will be presented with a problem and then be asked to solve it with set limitations.

Objectives:

- The students will demonstrate the basic skills needed to execute participation in the selected activity. (DOK Level 1)
- The students will recognize that the activities can provide for positive social interaction. (DOK Level 1)
- The students will assess why certain rules and etiquette are important for participation in activities. (DOK Level 3)
- The students will identify their role in regards to safety while participating in an activity. (DOK Level 1)
- Students will construct ways to work together to accomplish goals. (DOK Level 3)
- Students will critique team skills used for success. (DOK Level 4)

- Students will formulate solutions to problems as part of a group. (DOK Level 3)
- Students will positively challenge themselves and the team. (DOK Level 4)
- Students will experience different roles within a team. (DOK Level 4)
- Students will give and receive feedback, both positive and negative, and to work toward changing behavior when appropriate. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Perform daily safety check of equipment and make necessary repairs
- The students will be briefed on the goals for the given activity area.
- Students will participate in warm up and cool down activities.
- Students will participate in each activity in any way that the student feels appropriate (challenge by choice).
- Students will participate in debriefing after each activity.
- Students will engage in cooperative games.
- Students will participate in initiative games.

Assessments

Diagnostic:

- Skills and game concept observation.
- Teachers may interview various students.
- Checklists

Formative:

- Debriefing sessions
- Questions and Answers
- Self-Assessment
- Peer Assessment

Summative:

- Activity response sheets
- Journal questions
- Projects

Unit: Lifetime Fitness Activities

Time Range: 25 lessons

PA Academic Standards Addressed:

- 10.1.12.B

- 10.2.12.B,D,E
- 10.3.12.D
- 10.4.12.A-F
- 10.5.12.A-F

SHAPE National PE Standards: 1,2,3,4,5

Anchor(s):

- A-V.4.1.1
- A-V.4.1.2
- B-K.1.1.2
- B-C.2.1.1
- E.1.1.1
- S8.A.1.1.3
- S8.A.1.2.3
- S8.A.1.3.2
- S8.A.1.3.3
- S8.C.3.1.1
- S8.C.3.1.2
- S8.C.3.1.3

Eligible Content:

- Flexibility is the range of motion available in a joint.
- Muscular endurance is the ability of muscles to repeatedly contract.
- Strength is the ability to exert an external force or to lift a heavy weight.
- Cardiovascular fitness is the ability of the heart to supply fuel to the muscles and the ability of the muscle to utilize fuel to allow sustained exercise.
- Exercise is physical activity done for the purpose of getting physically fit.
- Physical activity is bodily movement produced by skeletal muscles.
- Lifestyle change, more than any other factor, is considered to be the best way of preventing chronic illness and disease.
- The benefits of physical fitness are numerous and include longevity, reduction of stress, reduction of disease, improved sleep, improved recovery from illness and injury, and increased resting metabolic rate.

Objectives:

- Identify the importance of engaging in Lifetime Fitness Activities. (DOK 1)
- Analyze the contributions of various exercise programs to stress reduction. (DOK4)
- Identify strategies for including persons of diverse backgrounds and abilities in physical activities. (DOK1)
- Explain why lifetime fitness activities can provide opportunities for positive social interactions. (DOK1)

- Analyze how the enjoyment of lifetime fitness activities is likely to encourage future involvement which could reduce stress and produce higher levels of health-related fitness. (DOK 4)
- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. (DOK 3)
- Analyze the effects of regular participation in self-selected programs of moderate to vigorous physical activity. (DOK 4)
- Analyze the interrelationship among regular participation in physical activity, motor skills, and the selection and engagement in lifetime physical activities. (DOK 4)
- Design modifications to the activity/equipment to enhance success of all students. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Weight room safety checklist
- Fitness testing (FitnessGram and Brockport)
- Develop fitness related SMART goals
- Recording of baseline data and track to monitor progress
- Utilizing heart rate monitors and pedometers during a variety of activities
- Calculate target heart zone
- Chart and record pulse rate after rest, exercise, and recovery
- Circuit training
- Exercises/activities to improve cardiovascular fitness
- Exercises/activities to improve overall fitness
- Personalized fitness plan
- Computer-based exercises to promote fitness

Assessments:

Diagnostic:

- Teacher observation of skills
- Checklist of skills performed during observation of peer participation
- Fitness testing

Formative:

- Collect records of heart rate for the endurance activities
- Teacher observation
- Activity log
- Fitness testing
- Questions and answers
- Self-assessment of skills w/ checklist

- Peer-assessment of skills w/ checklist

Summative:

- Activity log
- Fitness Testing (FitnessGram and Brockport)
- Personal Fitness and Wellness Project
- Demonstrating the proper use of equipment throughout the unit

Unit: Individual/Dual Sports

Time Frame: 20 lessons

Standards Addressed:

- 10.1.12.B
- 10.2.12.B,D,E
- 10.3.12.D
- 10.4.12.A-F
- 10.5.12.A-F

SHAPE National PE Standards: 1,2,3,4,5**Anchor(s):**

- A-V.4.1.1
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- E.1.1.1
- S8.A.1.1.3
- S8.A.1.2.3
- S8.A.1.3.2
- S8.A.1.3.3
- S8.C.3.1.1
- S8.C.3.1.2
- S8.C.3.1.3

Eligible Content:

- Determining an appropriate physical activity plan will support life-long personal health and fitness goals.
- Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.
- Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.
- Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life.

Objectives:

- Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport or modified sport. (DOK 2)
- Identify and apply critical physical elements that enable the development of skill proficiency. (DOK4)
- Assess the ways in which personal characteristics, performance styles, and activity preferences will change over the lifespan. (DOK3)

- Identify exercises or activities that will enhance fitness and improve activity performance. (DOK1)
- Demonstrate strategies for including persons of diverse backgrounds and abilities in physical activity. (DOK2)
- Recognize the possible influence of participation in lifetime fitness activities on fostering appreciation of cultural, ethnic, gender, and physical activity. (DOK1)
- Recognize that lifetime fitness activities can provide opportunities for positive social interaction. (DOK1)
- Understand that the enjoyment of lifetime fitness activities is likely to encourage future involvement which could reduce stress and produce higher levels of health-related fitness. (DOK1)
- Understand why rules are important for competition and safety in lifetime fitness activities. (DOK1)
- Apply rules pertaining to successful individual performance. (DOK4)
- Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime. (DOK 3)
- Analyze the inter-relationship among emotional, social, physical, and mental health, skill improvement and physical activity preferences and participation, over a lifetime. (DOK 4)
- Design modifications to the activity/equipment to enhance success of all students. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Perform daily safety check of equipment and make necessary repairs
- Warm-up/ cool down
- Partner practice drills
- Individual practice drills
- Offensive / Defensive Strategies
- Lead-up games
- Modified game play
- Peer/instructor assessments
- Peer instruction
- Computer assisted instruction
- Instructional videos

Assessments

Diagnostic:

- Teacher observation of skills
- Checklist of skills performed during observation of participation
- Fitness Testing

Formative:

- Self-assessment of skills w/ checklist
- Peer assessment of skills w/ checklist
- Modified game situations
- Lead up games
- Activity log

Summative:

- Teacher observation/assessment w/checklist
- Activity log
- Demonstrating the proper use of equipment throughout the unit
- Fitness testing to show team sports can increase fitness levels

Standards Addressed:

- 10.1.12.B
- 10.2.12.B,D,E
- 10.3.12.D
- 10.4.12.A-F
- 10.5.12.A-F

SHAPE National PE Standards: 1,2,3,4,5**Anchor(s):**

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- S8.A.1.3.3
- S8.C.3.1.1
- S8.C.3.1.2
- S8.C.3.1.3

Eligible Content:

- There is an interrelationship among practice, motor skill development, and physical activity.
- Appropriate selection of motor skill development concepts improves the quality of movement.
- Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life.
- Practice strategies affect motor skill development and enhance skill performance.
- Team sports enhance social interactions.

Objectives:

- Demonstrate a variety of proficient basic skills necessary to execute participation in the selected modified sport. (DOK 2)
- Use internal and external feedback to modify movement during performance. (DOK1)
- Assess how to maintain and improve physical fitness, motor skills, and knowledge about the selected team activity. (DOK3)

- Assess the ways in which personal characteristics, performance styles, and activity preferences will change over the lifespan. (DOK3)
- Identify exercises or activities that will enhance fitness and improve activity performance. (DOK1)
- Demonstrate strategies for including persons of diverse backgrounds and abilities in physical activity. (DOK2)
- Recognize the possible influence of participation in team sports on fostering appreciation of cultural, ethnic, gender, and physical activity. (DOK1)
- Recognize that team sports can provide opportunities for positive social interaction. (DOK1)
- Understand that the enjoyment of team sports is likely to encourage future involvement which could reduce stress and produce higher levels of health-related fitness. (DOK1)
- Understand why rules are important for safety in team sports. (DOK1)
- Apply rules pertaining to successful individual and team performance. (DOK4)
- Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime. (DOK 4)
- Analyze the inter-relationship among emotional, social, physical, and mental health, skill improvement, and physical activity preferences and participation, over a lifetime. (DOK 4)
- Incorporate and evaluate motor skill development concepts, practice strategies, and biomechanical principles to enhance quality of movement. (DOK 3)
- Design modifications to the activity/equipment to enhance success of all students. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Perform daily safety check of equipment and make necessary repairs
- Warm-up/ cool down
- Partner practice drills
- Individual practice drills
- Offensive / Defensive Strategies
- Lead-up games
- Modified game play
- Peer/instructor assessments
- Peer instruction

Assessments

Diagnostic:

- Teacher observation of skills
- Checklist of skills performed during observation of participation
- Fitness Testing

Formative:

- Self-assessment of skills w/ checklist
- Peer assessment of skills w/ checklist
- Modified game situations
- Lead up games
- Checklist of skills performed during observation of participation
- Written assignment on the potential future of team sports within their community
- Activity log

Summative:

- Teacher observation/assessment w/checklist
- Activity log
- Fitness testing to show team sports can increase fitness levels
- Demonstrating the proper use of equipment throughout the unit

Checklist to Complete and Submit:

(Scan and email)

- _____ **Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.**
- _____ **The primary textbook form(s).**
- _____ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ **Date** _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ **Date** _____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>