**Unified Physical Education Curriculum Plan**

**Grades: 10-12**

**Course Credit: .5 credits**

**Course Description:** The Unified PE class is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. Unified P.E. focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive class and school-wide environment. Participation in this course will satisfy the annual New York State Education Department requirement for physical education for all participants.

**Unified PE Course Outcomes:**

* Increased physical fitness and activity-specific skills
* New Friendships and social inclusion fostered among classmates
* Reinforced positive habits and reasoning resulting in better health and lifestyle choices
* Advanced social and leadership competencies
* Deeper understanding of activity/game/sport rules and strategies
* Movement confidence and competence developed in a variety of physical activities/activity settings
* School climate improvement through acceptance, friendship, and social inclusion
* Hands-on leadership development
* Social-emotional learning through student interactions and activities
* Genuine inclusion and sports experience for students of diverse ability levels
* Students empowered to educate and impact the entire school community

**Unit: Introduction to unified PE**

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| **NY State Learning Standards** | **Objectives**  | **Resources**  | **Suggested Activities**  |
| Standard 4: Exhibits responsible personal and social behavior that respects self and others.Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. | * Provide a basic understanding of the goals for the course.
* Allow students to identify their own personal goals, and what they hope to accomplish through the course.
* Understand What Motivated student to take the course.
* Person first language – learn to put the person before the disability.
* Understanding and modeling appropriate behaviors and interactions.
 | [Special Olympics Unified Champion Schools – Inclusion Tiles](https://www.generationunified.org/wp-content/uploads/2019/09/INCLUSION_TILES_STUDENT_4920_DIGITAL.pdf)Vocabulary – Meaningful InclusionLasting FriendshipSituational FriendshipInclusionAcceptance Tolerance Avoidance Fear of Difference Exclusion[About Intellectual Disabilities](https://www.specialolympics.org/about/intellectual-disabilities)  | [Special Olympics Unified Champion Schools – Inclusion Tiles](https://www.generationunified.org/wp-content/uploads/2019/09/INCLUSION_TILES_STUDENT_4920_DIGITAL.pdf)Journals – Students will maintain a journal throughout the course of the year. They will understand the importance of reflection, and see it as an opportunity to grow and learn throughout the year. Team building activities[Tips for Inclusion](https://www.specialolympics.org/stories/impact/what-is-inclusion) – Students should review and feel comfortable with including all classmates. If there are situations they may not feel comfortable with should be discussed.  |

**Unit: Health & Fitness (Fitness Activities)**

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| **NY State Learning Standards** | **Objectives**  | **Resources**  | **Suggested Activities**  |
| Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.Standard 4: Exhibits responsible personal and social behavior that respects self and others.Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. | **Students will be able to:*** Understand how fitness becomes a catalyst for advancing efforts toward inclusion and embracing lifelong healthy habits for youth and schools.
* Understand how fitness is an inclusive practice that raises awareness, cultivates mutual respect, and celebrates ability.
* Understand how fitness is part of the solution for engaging youth with and without intellectual disabilities to be agents of change for acceptance, respect and inclusion.
* Have fun while learning many different ways to keep themselves fit.
* Understand the importance of hydration, and diet in trying to accomplish their fitness goals.
 | [Special Olympics – Fit 5 guide](https://resources.specialolympics.org/health/fitness/fit-5)  | * Yoga
* Pilates
* Resistance Training
* Spinning
* Running
* Walking/Fitness Walking
* Swimming
* Cardio – kick boxing
* Zumba
* Stretching Activities
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**Unit: Team Sports**

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| **NY State Learning Standards** | **Objectives**  | **Resources**  | **Suggested Activities**  |
| Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.Standard 4: Exhibits responsible personal and social behavior that respects self and others.Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. | **Students will be able to:**Perform competently and/or refine activity specific movement skills in chosen team sport.Apply the terminology associated with exercise and participation in team sport.Use movement concepts and principles to analyze and improve performance of self and/or others in team sport.Create a practice plan to improve performance.Exhibit proper etiquette, respect for others and teamwork while engaging in sport.Use communication skills and strategies that promote team/group dynamics.Solve problems and think critically both as an individual and in groups.Apply best practices for participating safely. (ex. Injury prevention, hydration, use of equipment)Analyze the health benefits of physical activity.Select and participate in physical activities that meet the need for self-expression and enjoyment.Identify the opportunity for social support in sports.  | Fitness ConsiderationsSafety Considerations Equipment ConsiderationsGame Variations Vocabulary Verbal Cues Assessment [Modifications for Team Games](unified%20pe/Modifications%20for%20Team%20Games.docx) [Differentiating Instruction for Students with Disabilities](https://www.pecentral.org/adapted/adaptedactivities.html)[Practical pointers and instructional strategies for successful inclusion in physical education](unified%20pe/inclusion.pdf) | * Basketball
* Flag Football
* Floor Hockey
* Handball
* Soccer
* Softball/Baseball
* Volleyball
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**Unit: Aquatics**

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| **NY State Learning Standards**  | **Objectives**  | **Resources**  | **Suggested Activities**  |
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* Diving
* Water Polo
* Rescue Skills
* \*Pool Safety\*
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**Unit: Lifetime Activities**

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| **NY State Learning Standards**  | **Objectives** | **Resources**  | **Suggested Activities**  |
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* Pickleball
* Golf
* Darts
* Bowling
* Table Tennis
* Yoga
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**Unit: Dance and Rhythmic Activities**

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| **NY State Learning Standards**  | **Objectives**  | **Resources**  | **Suggested Activities**  |
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* Hip Hop
* Line
* Social
* Square
* Ballroom
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**Unit: Outdoor Pursuits (Team Building)**

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| **NY State Learning Standards** | **Objectives**  | **Resources**  | **Suggested Activities**  |
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* Fishing
* Orienteering
* Bouldering/Climbing
* Adventure Activities
* Ropes Course

**\*\*Some activities would require off campus field trip\*\*** |