**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 Inclusion  Lasting Friendship  Situational Friendship  Inclusion  Acceptance  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 |

**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 Considerations  Safety Considerations  Equipment Considerations  Game 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 |

**Unit: Aquatics**

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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:**  Identify the safety risks associated with water, and be given prior knowledge and training on safety precautions.  Identify and discuss any fears associated with the water.  Have awareness of rescue strategies such as calling for help, throwing a rescue aide, using a phone to call for assistance or pointing to a specific location in the water.  Recognize the safety rules of swimming  Perform a slide in entry and exit using the edge of the pool.  Demonstrate arm sculling actions to support the body in an upright position with the face above the  surface of the water  Perform floating for 1 minute, holding a rescue floatation aid and kick for safety  Understand the fundamental elements (water floating and water gliding, aquatic breathing) – essential for learning of swimming.  Demonstrate respect/caring for other students by encouraging  his/her classmates.  Swim 20 meters using an action which resembles a stroke  Using a firm object to pull a partner to safety.  Perform a surface dive swim under the water and recover an object from water of chest depth. | Stroke Modifications  Safety Considerations (extra eyes with the use of Aids)  Equipment Considerations (Kickboards, Flotation Devices)  Game Variations  Vocabulary  Verbal Cues  Assessment  [Teaching hints for swimmers with specific disabling conditions](http://www.uvm.edu/~rgobin/imanual/28SPEC~1.HTM)  [Adapted Aquatics for Children with Severe Motor](unified%20pe/Adapted%20Aquatics.pdf)  [Impairments](unified%20pe/Adapted%20Aquatics.pdf) | * Swimming * Diving * Water Polo * Rescue Skills * \*Pool Safety\* |

**Unit: Lifetime 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:**  Demonstrate or refine activity specific movement skills for activities.  Apply terminology associated with participation in lifetime activity.  Use movement concept and principles to analyze and improve activity performance.  Exhibit proper etiquette; respect others while engaging in activities.  Use communication skills and strategies that promote group dynamics.  Solve problems and think critically in physical activity, both as an individual and in groups.  Apply best practices for participating safely in activities. | Safety Considerations  Equipment Considerations  Vocabulary  Verbal Cues  Assessment  [Providing Community-Based PE Services For Students With Disabilities in Special Education Transition Programs – Guidance Document](unified%20pe/Providing-Community-Based-PE-Services-for-Students-With-Disabilities-in-Special-Education-Transition-Programs-2.pdf) | * Badminton * Pickleball * Golf * Darts * Bowling * Table Tennis * Yoga |

**Unit: Dance and Rhythmic 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:**  Explore movements of body parts and body actions.  Explore different levels, pathways, shapes, balances and directions in space.  Explore and communicate through body movements a range of moods and feelings.  Work in small groups to create and perform a dance.  Perform a dance to music showing ability to balance, and control when moving and stopping.  Develop their ability to work as part of a group.  Select and participate in physical activities that meet the need for self-expression and enjoyment.  Have fun while learning many different ways to keep themselves fit.  Improve social skills, along with building confidence. | Fitness Considerations  Safety Considerations  Dance Variations  Vocabulary  Verbal Cues  Pictures/Videos  Assessment  [Benefits of dance in PE class](https://blog.advancementcourses.com/classroom-activities/dance-pe-class/)  [Infusing dance in PE curriculum](https://www.nchpad.org/1593/6611/Infusing~Dance~in~Adapted~Physical~Education~Curriculum)  [Dance Activities for PE](https://www.ssww.com/blog/dance-activities-for-physical-education/)  [Teaching Dance in PE](https://www.thepespecialist.com/dance2/) | * Creative movement/Dance * Hip Hop * Line * Social * Square * Ballroom |

**Unit: Outdoor Pursuits (Team Building)**

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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:**  Demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately.    Select and participate in adventure/outdoor education  activities that provide for enjoyment and challenge  Identify and apply the health-related fitness principles to outdoor activities  Explain and follow safety procedures during adventure/outdoor education activities.  Have an increased sense of confidence.  Create a supportive group environment, and learn responsible decision making  Select and use appropriate technology tools to evaluate, monitor, and improve physical development.  List and describe safety equipment used in outdoor activities | Fitness Considerations  Safety Considerations  Equipment Considerations  Activity Variations  Vocabulary  Verbal Cues  Pictures/Videos  Assessment  [Learning Through Adventure](https://theconversation.com/learning-through-adventure-the-many-skills-that-can-be-taught-outside-the-classroom-128352) | * Hiking * Fishing * Orienteering * Bouldering/Climbing * Adventure Activities * Ropes Course   **\*\*Some activities would require off campus field trip\*\*** |