

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

**Moorestown High School**  
*Health and Physical Education*

**Adapted Physical Education**  
*Grades 9-12*

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## **Course Description and Fundamental Concepts**

Through Adaptive PE, physical education instruction is provided to students who require special accommodations. The teacher will provide each student the opportunity to develop movement fundamentals and sport specific skills through participation in various activities by adapting, modifying, and/or changing objectives so it is appropriate for each student. The physical education teacher works with the support and consultation services of an occupational therapist and physical therapist as needed. Emphasis is placed on instruction in basic locomotion skills, personal fitness, leisure activities, and social skills

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

<b>Standard #</b>	<b>Standard Description</b>
<i>2.1.12.PGD.1</i>	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
<i>2.2.12.MSC.2</i>	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
<i>2.2.12.MSC.3</i>	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness)
<i>2.2.12.MSC.4</i>	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
<i>2.2.12.MSC.5</i>	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
<i>2.2.12.PF.1</i>	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
<i>2.2.12.PF.2</i>	Respect and appreciate all levels of ability and encourage with care during all physical activities.
<i>2.2.12.LF.1</i>	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
<i>2.2.12.LF.2</i>	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
<i>2.2.12.LF.3</i>	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
<i>2.2.12.LF.4</i>	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
<i>2.2.12.LF.5</i>	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

<b>English Companion Standards (<a href="#">grades 9-10</a>, <a href="#">grades 11-12</a>)</b>		
<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
<b>1</b>	RST.9-10.5.	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
<b>3</b>	RST.9-10.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
<b>2,4</b>	NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

*List appropriate units below for which standards will be addressed*

<b>By Grade 12</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
<b>1-4</b>	There are strategies to improve one's professional value and marketability.	<b>9.2.12.CAP.2:</b> <i>Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</i>
<b>4</b>	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<b>9.2.12.CAP.5:</b> <i>Assess and modify a personal plan to support current interests and postsecondary plans.</i>

**Life Literacies and Key Skills ([Standard 9.4](#))**

List appropriate units below for which standards will be addressed

**By Grade 12**

Unit Addressed	Core Idea	Standard / Description
1-4	<b>Creativity and Innovation:</b> With a growth mindset, failure is an important part of success.	<i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>
1	<b>Creativity and Innovation:</b> Innovative ideas or innovation can lead to career opportunities.	<i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i>
1	<b>Digital Citizenship:</b> Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i>
1,4	<b>Technology Literacy:</b> Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i>

**Interdisciplinary Connections ([2020 NJSLs](#))**

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

**Visual & Performing Arts Integration ([Standard 1](#))**

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
4	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>

2	<b>Performing/ Presenting/ Producing</b>	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i></p> <p><i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i></p> <p><i>Anchor Standard 6: Conveying meaning through art.</i></p>
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Unit Addressed	Content / Standard #	Standard Description
1,2	<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>● <i>With a growth mindset, failure is an important part of success.</i></li> <li>● <i>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i></li> <li>● <i>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</i></li> </ul>
2-4	<b>Visual and Performing Arts 1.1.12 prof.Cr1a</b>	<i>Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</i>
2-4	<b>Visual and Performing Arts 1.1.12prof.Pr4c</b>	<i>Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).</i>
2-4	<b>(HS-PS3-1)</b>	<i>Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.</i>



**Pacing Guide** (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p><b>(All units will be ongoing throughout the year)</b></p> <p><b>Social Interaction</b>  <b>Motor/ Non-Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>September</b> (~19 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>October</b> (~19 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>November</b> (~16 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>December</b> (~15 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>January</b> (~18 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>February</b> (~18 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills (</b>  <b>Fitness</b></p>	<p><b>March</b> (~15-20 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>April</b> (~15-20 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills</b>  <b>Fitness</b></p>	<p><b>May</b> (~18 days)</p>
<p><b>Social Interactions</b>  <b>Motor/ Non Locomotor Skills</b>  <b>Manipulative Skills-</b>  <b>Fitness</b></p>	<p><b>June</b> (~15 days)</p>

## Units Scope and Sequence

### **Unit Name: Social Interactions**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

[NJSLS -2.1.12.PGD.1, 2.2.12.MSC.4, 2.2.12.PF.2, 2.2.12.LF.1,2.2.12.LF.3, 2.2.12.LF.4, 2.2.12.LF.5](#)  
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLS - Life Literacies and Key Skills](#)  
[NJSLS - Interdisciplinary Standards](#)

##### **Fundamental Concepts / Big Ideas**

- The main objective of this unit is to introduce the students to appropriate spatial awareness when involved with a group of people while using equipment safely. Students will also be given opportunities to participate in physical activities interacting with peers and practice socially acceptable behaviors.

##### **Learning Objectives**

Students will be able to...

- Establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- Respect and appreciate all levels of ability and encourage with care during all physical activities.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- Tell the difference between general space and personal space.
- Show personal etiquette, respect and safety skills during physical activities.

## Unit Name: Manipulative Skills

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs - 2.212.MSC1, 2.212.MSC4, 2.212.MSC5, 2.2.12.PF.2, 2.2.12.LF.1, 2.2.12.LF.3, 2.2.12.LF.4](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- The main objectives of this unit are to expose students to a variety of manipulative skills that can allow them to participate in a community activity/sport, learn how to play individually and with others, and practice skills using an assortment of equipment that best fits their needs. Having a basic knowledge and ability to perform certain skills can promote the confidence and success in participating in future activities.

#### Learning Objectives

Students will be able to...

- Demonstrate a variety of manipulative skills while stationary or moving.
- Consistently demonstrates skill competency in a variety of individual, dual and team sports
- Demonstrate fine motor skills while manipulating small objects

## Unit Name: Motor and Non-Locomotor Skills

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - 2.2.12.MSC.3, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.1, 2.2.12.LF.4](#)  
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLS - Life Literacies and Key Skills](#)  
[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- The main objectives of this unit are to develop gross motor skills to develop overall strength, movement and coordination, non-locomotor skills that promote individual or group play, and fine motor skills for specific daily tasks. Being able to perform locomotor, non-locomotor, and manipulative skills helps develop coordination, bilateral movement, balance, and rhythm that is important for physical development.

#### Learning Objectives

Students will be able to...

- Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)
- Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities
- Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)

**Unit Name: Physical Fitness**

**Learning Goals: What do I want my students to learn?**

**Standards**

[NJSLs - 2.2.12.MSC.2, 2.2.12.MSC.3, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.5](#)  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

**Fundamental Concepts / Big Ideas**

- Physical activity will enhance your overall health and wellness.
- The components of physical fitness
- Maintaining physical fitness

**Learning Objectives**

Students will be able to...

- Independently use their learning to increase their personal fitness level.
- Engage in activities that promote the components of physical fitness.
- Identify muscle groups through exercise.
- Participate in a positive, honest, and encouraging atmosphere.

Please contact the Content Supervisor for any questions.