High School Adaptive Physical Education Curriculum

Course Description: Through Adaptive PE, physical education instruction is provided to students who require special accommodations. 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.

Scope and Sequence:

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<th>Unit</th>
<th>Instructional Topics</th>
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<td>Social Interactions</td>
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<td>ongoing</td>
<td>Motor/Non-Locomotor Skills</td>
<td>Topic 1: Locomotor Skills</td>
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<td>Topic 3: Fine Motor Skills</td>
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</table>
#### Unit 1: Social Interactions

**Subject:** Adaptive Physical Education  
**Grade:** 9-12  
**Name of Unit:** Social Interactions  
**Length of Unit:** Ongoing  

**Overview of Unit:** 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.

**Priority Standards for unit:**
- PA2A9-12a Show personal etiquette, respect, and safety skills during physical activities.

**Supporting Standards for unit:**
- PA2A2b Show appropriate sportsmanship and sensitivity to diversity and gender issues  
- PA3A1a Tell the difference between general space awareness and personal space awareness  
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.  
- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.  
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

| Unwrapped Concepts  
(Students need to know) | Unwrapped Skills  
(Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Personal etiquette</td>
<td>Show</td>
<td>Perform</td>
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</tr>
<tr>
<td>Respect</td>
<td>Show</td>
<td>Perform</td>
<td>1</td>
</tr>
<tr>
<td>Safety skills during physical activities</td>
<td>Show</td>
<td>Perform</td>
<td>1</td>
</tr>
<tr>
<td>Appropriate sportsmanship</td>
<td>Show</td>
<td>Perform</td>
<td>1</td>
</tr>
<tr>
<td>Sensitivity to diversity and gender issues</td>
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</tbody>
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**Essential Questions:**
1. How do you show respect to peers during physical activity?  
2. How do you show personal space among peers or adults?
**Enduring Understanding/Big Ideas:**

1. Students will participate with peers and adults in a positive manner by sharing equipment, taking turns, interacting politely through verbal communication or assistive devices.
2. When communicating with others stand at least an arm’s distance away. When using any equipment used to strike, look at your surroundings before swinging.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Etiquette</td>
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<tr>
<td>Diversity</td>
<td>Safety</td>
</tr>
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<td></td>
<td>Sportsmanship</td>
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</tbody>
</table>
Topic 1: Spacial Awareness

Engaging Experience 1
Title: Spacial Awareness
Suggested Length of Time: Ongoing
Standards Addressed:

Priority:
- PA3A1a Tell the difference between general space awareness and personal space awareness

Detailed Description/Instructions: Participate in activities that show appropriate personal space awareness.
Activities may include:
- Moving in pathways while not touching other students.
- Being able to stand on a designated spot and keep personal space while performing exercises.
- Creating appropriate distance between peers when passing or kicking a ball.

Bloom’s Levels: Perform
Webb’s DOK: 1
Topic 2: Appropriate Social Interactions

Engaging Experience
Title: Appropriate Social Interactions
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- PA2A9-12a Show personal etiquette, respect, and safety skills during physical activities.

Supporting:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Participating in activities that require taking turns, helping a partner, following directions, and accepting differences among peers.

Activities may include:
- Completing a task with a peer/teacher/aid.
- Following behavior plans according to IEP.

Bloom’s Levels: Perform
Webb’s DOK: 1
Topic 3: Safety Skills

Engaging Experience

Title: Safety Skills

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- PA2A9-12a Show personal etiquette, respect, and safety skills during physical activities.

Detailed Description/Instructions: Practicing in setting up, using, and cleaning up equipment in a safe manner. Activities may include following the exit plan during an evacuation drill, storing equipment in appropriate place, asking for help when a task it too difficult to avoid injury or using assistive device to communicate with others.

Bloom’s Levels: Perform

Webb’s DOK: 1
Unit 2: Manipulative Skills

Subject: Adaptive Physical Education
Grade: 9-12
Name of Unit: Manipulative Skills
Length of Unit: Ongoing

Overview of Unit: 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.

Priority Standards for unit:
- MP1C1a Demonstrate a variety of manipulative skills while stationary and moving

Supporting Standards for unit:
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports
- P3C9-12a Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)
- MP1C1b Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>manipulative skills while stationary and moving</td>
<td>Demonstrate</td>
<td>Perform</td>
<td>1</td>
</tr>
<tr>
<td>skill competency in a variety of individual, dual and team sports</td>
<td>Demonstrate</td>
<td>Perform</td>
<td>1</td>
</tr>
<tr>
<td>skill competency in a variety of outdoor pursuits and recreational activities</td>
<td>Demonstrate</td>
<td>Perform</td>
<td>1</td>
</tr>
<tr>
<td>fine motor skills while manipulating small objects</td>
<td>Demonstrate</td>
<td>Perform</td>
<td>1</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How does skill competency allow opportunity for further activity?

Enduring Understanding/Big Ideas:
1. Having a basic knowledge and ability to perform certain skills can promote the confidence and success in participating in future activities.
### Unit Vocabulary:

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<thead>
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<tbody>
<tr>
<td>Competency</td>
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<tr>
<td></td>
<td>Stationary</td>
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<td></td>
<td>Moving</td>
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</table>
**Engaging Experience 1**

**Title:** Individual Skill Development  
**Suggested Length of Time:** Ongoing

**Standards Addressed**

*Priority:*

- MP1C1a Demonstrate a variety of manipulative skills while stationary and moving

**Detailed Description/Instructions:** Students will participate in following demonstrations from teacher on correct manipulative skill development that may include basketballs, soccer balls, balloons, scarves, beanbags, jump ropes, etc.

**Bloom’s Levels:** Perform  
**Webb’s DOK:** 1
Engaging Experience
Title: Group Participation
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports

Supporting:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students practice engaging with peers while participating in skill development by passing, throwing, kicking, and practicing in relays in Adaptive games.

Bloom’s Levels: Perform
Webb’s DOK: 1
Engaging Experience

Title: Equipment Variety

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- P3C9-12a Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)

Supporting:

- MP1C1b Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)

Detailed Description/Instructions: Students are exposed to a variety of equipment that allow for maximum participation including yarn balls, nerf balls, beach balls, trampolines, or any sensory equipment.

Bloom’s Levels: Perform

Webb’s DOK: 1
Engaging Scenario

**Engaging Scenario** Goals set according to IEP team when evaluating physical abilities. A potential student goal would be able to throw or toss a ball at a target from 3 different distances. A higher functioning evaluation would be to have a student identify the piece of equipment that correlates with the specific sport.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Skills</td>
<td>Individual Skills</td>
<td>Students will participate in following demonstrations from teacher on correct manipulative skill development that may include basketballs, soccer balls, balloons, scarves, beanbags, jump ropes, etc.</td>
<td>Ongoing</td>
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<td>Group Participation</td>
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<td>Students practice engaging with peers while participating in skill development by passing, throwing, kicking, and practicing in relays in Adaptive games.</td>
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<tr>
<td>Equipment Variety</td>
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<td>Students are exposed to a variety of equipment that allow for maximum participation including yarn balls, nerf balls, beach balls, trampolines, or any sensory equipment.</td>
<td>Ongoing</td>
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Unit 3: Motor/Non-Locomotor Skills

Subject: Adaptive Physical Education
Grade: 9-12
Name of Unit: Motor- Non-Locomotor Skills
Length of Unit: Ongoing
Overview of Unit: 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.

Priority Standards for unit:
- MP1A1a Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)

Supporting Standards for unit:
- MP2C9-12b Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities
- MP1C1b Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)

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<td>Demonstrate</td>
<td>Perform</td>
<td>1</td>
</tr>
<tr>
<td>Skill Competency</td>
<td>Demonstrate</td>
<td>Perform</td>
<td>1</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How does performing motor skills help promote daily activity and involvement in recreational programs?

Enduring Understanding/Big Ideas:
1. Being able to perform locomotor, non- locomotor, and manipulative skills helps develop coordination, bilateral movement, balance, and rhythm that is important for physical development.

Unit Vocabulary:

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</tbody>
</table>
Topic 1: Locomotor Skills

**Engaging Experience 1**

**Title:** Locomotor Skills

**Suggested Length of Time:** Ongoing

**Standards Addressed**

*Priority:*

- MP1A1a Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)

**Detailed Description/Instructions:** Daily practice of basic locomotor skills during warm ups and fitness activities (walk, run, skip, jump, gallop, skip, etc.) These skills can be practiced in a Red Light/Green Light game or moving when music is playing and stopping when music stops.

**Bloom’s Levels:** Perform

**Webb’s DOK:** 1
Topic 2: Non-Locomotor Skills

Engaging Experience
Title: Non-Locomotor Skills
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- MP2C9-12b Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities

Detailed Description/Instructions: Students practice non-locomotor skills (such as balance, twist, turn, sway, etc.) during warm ups and skill development activities. All skills can be performed through watching demonstrations, matching skills cards, hop sports videos, etc...

Bloom’s Levels: Perform
Webb’s DOK: 1
Topic 3: Fine Motor Skills

Engaging Experience
Title: Fine Motor Skills
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
  ● MP1C1b Demonstrate fine motor skills while manipulating small objects (e.g.,
    juggling scarves, small bean bags)

Detailed Description/Instructions: Demonstrate fine motor skills while manipulating small
objects (e.g., juggling scarves, small bean bags, cup stacking, ribbons, yo-yo’s)

Bloom’s Levels: Perform

Webb’s DOK: 1
**Engaging Scenario**

Goals set according to IEP team when evaluating physical abilities. A possible evaluation for a student would be to demonstrate locomotor skills and use a rubric as to how accurate the movement is and set progressive goals. Another assessment could be changing speed from slow, fast, faster (walk, jog, sprint).
## Summary of Engaging Learning Experiences for Topics

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<tr>
<td>Locomotor</td>
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<td>Daily practice of basic locomotor skills during warm ups and fitness activities (walk, run, skip, jump, gallop, skip etc.). These skills can be practiced in a Red Light/Green Light game or moving when music is playing and stopping when music stops.</td>
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</tr>
<tr>
<td>Non-Locomotor</td>
<td>Non-Locomotor</td>
<td>Students practice non-locomotor skills such as balance, twist, turn, sway etc.) during warm ups and skill development activities. All skills can be performed through watching demonstrations, matching skills cards, hop sports videos, etc.</td>
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</tr>
<tr>
<td>Fine Motor Skills</td>
<td>Fine Motor Skills</td>
<td>Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags, cup stacking, ribbons, yo-yo’s)</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Engaging Scenario Goals set according to IEP team when evaluating physical abilities. By the end of the first quarter have the students locate necessary locations in the PE area of the building by using visual cues (restrooms, exit doors, water fountain, other PE teachers, locker rooms, etc.). Students will be able to make a shoulder to shoulder line, single file line, circle, scatter formation with correct personal space.
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<tr>
<td>Spacial Awareness</td>
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<td>Participate in activities that show appropriate personal space awareness.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Appropriate Social Interactions</td>
<td>Appropriate Social Interactions</td>
<td>Participating in activities that require taking turns, helping a partner, following directions, and accepting differences among peers.</td>
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<td>Safety Skills</td>
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<td>Practicing in setting up, using, and cleaning up equipment in a safe manner. Activities may include following the exit plan during an evacuation drill, storing equipment in appropriate place, asking for help when a task it too difficult.</td>
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Unit of Study Terminology

**Appendices**: All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide**: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings**: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience**: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario**: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions**: Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards**: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards**: Additional standards that support the learning within the unit.

**Topic**: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study**: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary**: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols**:  
This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.