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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## **Middle 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:**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
ongoing	Social Interactions	Topic 1: Spatial Awareness Topic 2: Appropriate Social Interactions Topic 3: Safety Skills
ongoing	Manipulative Skills	Topic 1: Individual Skill Development Topic 2: Group Participation Topic 3: Equipment Variety
ongoing	Motor/Non-Locomotor Skills	Topic 1: Locomotor Skills Topic 2: Non-Locomotor Skills Topic 3: Fine Motor Skills

## Unit 1: Social Interactions

**Subject:** Adaptive Physical Education

**Grade:** 6-8

**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:**

- PA2A5a Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)

**Supporting Standards for unit:**

- PA2A6a Explain how rules, safety and etiquette are important concepts in a physical activity setting
- 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.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
Personal etiquette	Show	Perform	1
Respect	Show	Perform	1
Safety skills during physical activities	Show	Perform	1
Appropriate sportsmanship	Show	Perform	1
Sensitivity to differences and gender issues	Show	Perform	1

**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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Respect Differences	Etiquette Safety Sportsmanship

## Topic 1: Spatial Awareness

### **Engaging Experience 1**

**Title:** Spatial 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:*

- PA2A5a Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)

#### *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:*

- PA3A8a Investigate the safe and unsafe practices of using fitness equipment (e.g. weight room, fitness balls, step aerobics)
- PA2A9-12a Show personal etiquette, respect, and safety skills during physical activities.

**Detailed Description/Instructions:** Practicing in setting up, using, and cleaning up any type of fitness or activity 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 is too difficult to avoid injury or using assistive device to communicate with others.

**Bloom's Levels:** Perform

**Webb's DOK:** 1

## Engaging Scenario

**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 single file line, circle, scatter formation with correct personal space.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Spatial Awareness	Spatial Awareness	<p>Participate in activities that show appropriate personal space awareness.</p> <p style="text-align: center;">Activities may include:</p> <p>Moving in pathways while not touching other students.</p> <p>Being able to stand on a designated spot and keep personal space while performing exercises.</p> <p>Creating appropriate distance between peers when passing or kicking a ball.</p>	Ongoing
Appropriate Social Interactions	Appropriate Social Interactions	<p>Participating in activities that require taking turns, helping a partner, following directions, and accepting differences among peers.</p> <p style="text-align: center;">Activities may include:</p> <p>Completing a task with a peer/teacher/aid.</p> <p>Following behavior plans according to IEP.</p>	Ongoing
Safety Skills	Safety Skills	<p>Practicing in setting up, using, and cleaning up any type of fitness or activity 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 is too difficult to avoid injury or using assistive device to communicate with others.</p>	Ongoing

## Unit 2: Manipulative Skills

**Subject:** Adaptive Physical Education

**Grade:** 6-8

**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:**

- MP2B6c 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)

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

**Essential Questions:**

1. How does the ability to proficiently perform a skill 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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Proficient Confidence	Manipulative Stationary Moving

## Topic 1: Individual Skill Development

### **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.

Resources: <https://darebee.com/workout-cards.html>, <https://physedgames.com/>

**Bloom's Levels:** Perform

**Webb's DOK:** 1

## Topic 2: Group Participation

### **Engaging Experience**

**Title:** Group Participation

**Suggested Length of Time:** Ongoing

### **Standards Addressed**

#### *Priority:*

- MP2B6c 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

## Topic 3: Equipment Variety

### **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.

Resources: <http://dynamicpeasap.com/lesson-plan>

**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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Individual Skills	Individual Skills	<p>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.</p> <p>Resources: <a href="https://darebee.com/workout-cards.html">https://darebee.com/workout-cards.html</a>, <a href="https://physedgames.com/">https://physedgames.com/</a></p>	Ongoing
Group Participation	Group Participation	<p>Students practice engaging with peers while participating in skill development by passing, throwing, kicking, and practicing in relays in Adaptive games.</p>	Ongoing
Equipment Variety	Equipment Variety	<p>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.</p> <p>Resources: <a href="http://dynamicpeasap.com/lesson-plan">http://dynamicpeasap.com/lesson-plan</a></p>	Ongoing

## 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:**

- MP2C6b Demonstrate basic skill competence in a variety of outdoor pursuits and recreational activities
- MP1A2a Demonstrate locomotor skills in combinations
- MP1C3a Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)
- MP1C1b Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Locomotor Skills	Demonstrate	Perform	1
Skill Competency	Demonstrate	Perform	1

### **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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Demonstrate	Manipulative Stationary Moving

## 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 warmups 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:*

- MP2C6b Demonstrate basic skill competence 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 warmups 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

**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

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Locomotor	Locomotor	Daily practice of basic locomotor skills during warmups 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.	Ongoing
Non-Locomotor	Non-Locomotor	Students practice non-locomotor skills (such as balance, twist, turn, sway, etc.) during warmups and skill development activities. All skills can be performed through watching demonstrations, matching skills cards, hop sports videos, etc.	Ongoing
Fine Motor Skills	Fine Motor Skills	Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags, cup stacking, ribbons, yo-yo's)	Ongoing

## 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.