

Adapted Physical Education Curriculum

Wind Gap Middle School

Adapted Physical Education Philosophy:

One can better understand the philosophy of Adapted Physical Education if we change the word “Adapted” to “modified”. **Good** teaching, which adapts or modifies the curriculum, task, and/or environment so that **ALL** students can fully participate in physical education. Federal law mandates that physical education be provided to students with disabilities and defines physical education as the development of physical motor skills, fundamental motor skills and patterns, and skills in aquatics, dance, individual and group games and sports including intramural and lifetime sports. Adapted Physical Education is modifying or changing a physical activity so it is as appropriate for the person with a disability as it is for a person without a disability.

Our students will remain in the least restrictive environment for learning. The least restrictive environment should be the one in which, students with disabilities are educated along with students without disabilities. Modifications can be made for this individual in the areas of equipment, prompts, cues, actions, and assessment within the regular PE setting. Removal from the regular physical education setting only occurs when the assessment data indicate prescribed goals cannot be met in that setting or if the individual’s medical professional recommends, in writing, that the student not participate in physical education to promote healing of illness or injury for more than a four-week period.

Listing every possible disability would be an impossible task. Therefore, when and if any student comes to Wind Gap Middle School with a disability not listed below, modifications and adaptations will be made to the curriculum to accommodate the individual.

Common Disabilities Defined and Described:

Mental Retardation:

- **Definition:** The American Association on Mental Retardation (AAMR, 1992) defines a person as mentally retarded when the following three criteria are met: cognitive level (IQ below 70-75), significant limitations exist in two or more adaptive skill areas, and that the condition is present from childhood (age 18 or less).
- **Characteristics:**
 - Cognitive Learning- area where students differ most
 - Learning at a slower rate
 - Achieve less academically
- **Social/Emotional:**
 - Frequently exhibit inappropriate responses to social/emotional situations
 - Do not fully comprehend what is expected of them

- **Physical/Motor:**
Delayed development of physical skills
Usually overweight because of less activity levels
- **Teaching Strategies for Individuals with mild retardation:**
Place student in less demanding sport position
Over teach the cognitive information
Emphasize fitness activities
- **Teaching Strategies for Individuals with severe retardation:**
Emphasize range of motion exercises
Have the individual propel himself as much as possible
Concentrate on correcting posture and body alignment
Use resistance training with therabands

Attention Deficit Hyperactivity Disorder (ADHD):

- **Definition:** A condition that describes students who display hyperactive behaviors, have difficulty attending to the task at hand, and tend to be impulsive.
- **Characteristics:**
Inattentive, poor listening skills and restlessness
Impulsive
Hyperactive
Onset before age 7
Inappropriate excessive motor activity
- **Teaching Strategies:**
Highly structure the environment
Reduce teaching space
Control extraneous stimuli
Larger number of activities, shorter time on each
Positive Behavior Modification programs
Brief instructions

Autism:

- **Definition:** Classic autism is defined as a developmental disability significantly affecting verbal and nonverbal communication and social interaction; generally evident before age 3.
- **Characteristics:**
Impairment in social interaction
Impairment of verbal and nonverbal communication
Restricted, repetitive, and stereotypical patterns of behavior, interests & activities
Impaired imitation
Lack of awareness of the existence of feelings of others
Absence of imaginative activity

- **Teaching Strategies:**
 - Use a consistent behavior modification program
 - Teach in a less stimulating area
 - Use established routine with repetitive transition strategies
 - Use a predictable routine
 - Be consistent in use of terms, equipment and class organization
 - Use vigorous aerobic exercise to reduce self-stimulating behavior

Behavior Disorders:

- **Definition:** A condition of disruptive or inappropriate behaviors that interferes with a student's learning, relationships with others, or personal satisfaction to such a degree that intervention is required.
- **Characteristics:**
 - Poor coordination
 - Refusal to practice
 - Loss of emotional control
 - Hostility
 - Non-cooperative Behavior
 - Disorientation in space and time
 - Destructive
- **Teaching Strategies:**
 - Remove distracting objects
 - Impose limits on use of equipment and facilities
 - Use games of social interaction
 - Expect aggressiveness and monitor it closely
 - Use activities that provide immediate feedback

Cerebral Palsy:

- **Definition:** A disorder of movement and posture caused by a defect in the developing brain.
- **Characteristics:**
 - Primitive reflexes are evident
 - Slow to develop postural reflexes
 - May have any of the following:
 - Mental retardation
 - Convulsions
 - Speech Problems
 - Oculomotor defects
 - Hearing and vision loss

- **Teaching Strategies:**
Work on muscular flexibility
Develop range of motion
Develop postural alignments
Use ramp climbing
Work on gait training

Visual Impairments:

- **Definition:** An overall term that includes all levels of vision loss, from partially sighted to complete blindness.
- **Characteristics:**
Physical fitness levels are below those of sighted peers
Balance development is impaired
Fundamental motor patterns and skills are delayed
Physical growth and maturation may be delayed
Wide variation in residual vision
- **Teaching Strategies:**
Use other sensory modalities for providing information
Use games for social development
Use a beeper or other constant sound source
Place students where they can best hear instructions
Use contrast between figure and background
Increase or decrease the grade to indicate boundaries
Begin new games in slower motion

Hearing Impairments:

- **Definition:** An overall term that includes all levels of hearing loss, both deaf and hard of hearing.
- **Characteristics:**
Balance may be affected
Information processing time is longer
Lower levels of physical fitness
Delay in social/emotional development
Speech can range from intelligible to none
- **Teaching Strategies:**
Make sure student can see your lips when you speak
Use visual demonstrations
Coordinate your communication method with other teachers
Learn basic signs and use them
Use captioned videotapes
Stand still when giving instructions

Learning Disabilities:

- **Definition:** A disability in which the individual possesses average intelligence but is substantially delayed in academic achievement.
- **Characteristics:**
 - Poor spatial orientation
 - Clumsiness
 - Figure-background problems
 - Rhythmic problems
 - Body awareness problems
 - Difficulty with motor proficiency
- **Teaching Strategies:**
 - Use games, mirrors and tactile activities to help body/space problems
 - Work on balance
 - Work on upper and lower body coordination for motor proficiency
 - Use brightly colored objects for contrast
 - Give opportunity for rhythmical practice

Adapted Physical Education Units:

The individual that participates in an Adapted Physical Educational class will be educated in all the regular physical education units that their medical professional will allow or those in which the educational objectives can be met with success. There will be some additional units that the Adapted Physical Education student will have the opportunity to participate in that the regular physical education student does not, simply because the class is generally smaller in size. These units consist of the following activities:

Aerobic Conditioning, Basketball, Bowling, Dance & Rhythmical Movement, Flexibility & Balance, Field Hockey, Floor Hockey, Fitness, Football, Golf, Lacrosse, Officiating, Recreational Games, Soccer, Softball, Sport History, Track & Field, Tennis, Volleyball and Weight Training.

National Physical Education Standards:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social integration.

Pennsylvania Physical Education Standards:

10.3 Safety and Injury Prevention

- A. Safe/Unsafe Practices
- B. Emergency Responses/Injury Management
- C. Strategies to Avoid/Manage Conflict
- D. Safe Practices in Physical Activity

10.4 Physical Activity

- A. Physical Activities that Promote Health and Fitness
- B. Effects of Regular Participation
- C. Responses of the Body Systems to Physical Activity
- D. Physical Activity Preferences
- E. Physical Activity and Motor Skill Improvement
- F. Physical Activity and Group Interaction

10.5 Concepts, Principles and Strategies of Movement

- A. Movement Skills and Concepts
- B. Motor Skill Development
- C. Practice Strategies
- D. Principles of Exercise/Training
- E. Scientific Principles that Affect Movement
- F. Game Strategies

General Modifications that can be used in most Units:

Equipment:

- Larger/lighter
- Use of Velcro
- Larger goal/target
- Mark Positions on playing field
- Lower goal/target
- Scoops for catching
- Vary balls (size, weight, color, texture)

Boundary/Playing field:

- Decrease size/distance
- Use well-defined boundaries
- Simplify patterns
- Remove obstacles

Time:

- Vary the tempo
- Slow the pace of activity
- Lengthen the time
- Shorten the time
- Provide frequent rest periods

Rules, Prompts, & Cues:

- Demonstrate/model activity
- Partner assisted
- Disregard time limits
- Oral prompts
- Provide more space between students
- Eliminate outs/strike-outs
- Allow ball to remain stationary
- Allow batter to sit in chair
- Place students with disability near teacher

Actions:

- Change locomotor patterns
- Modify grasps
- Modify body positions
- Reduce number of actions
- Use different body parts

Benchmarks and Goal stems for students with moderate to severe disabilities:

Sensory-motor & Perceptual Motor:

- **Visual skills:** Use visual skills for practical and recreational purposes
 - Track
 - Shift attention
 - Eye contact
 - Discrimination
 - Focus/watch
- **Kinesthetic:** Use kinesthetic skills for practical and recreational purposes
 - Obstacle course
 - Calisthenics
 - Follow the leader
 - Motor Plan
 - Reaction time
 - Dodge, chase & flee
- **Tactile:** Use tactile skills for practical and recreational purposes
 - Tag
 - Tactile defensiveness
 - Tactile discrimination

Locomotion:

- **Walk/wheel:** Walk for personal and functional purposes and to and from destinations
 - Hike
 - Varied terrain and obstacles (slopes, etc) with supports
- **Run/wheel:** Run for personal and functional purposes
 - Fitness
 - Traditional games
 - Distance and/or time
 - Varied pace
 - Dodge, chase & flee

Non-Locomotion:

- **Swing:** Develop and maintain swinging motion for practical and recreational purposes
 - Swing (playground equipment)
 - Swing from horizontal bars
 - Swing body parts
 - Swing to strike various implements

- **Push/pull:** Develop and maintain pushing and pulling skills for practical & recreational purposes.
 - Tug-o-war
 - Bowl
 - Weight machines
 - Shot put
 - Open doors
 - Wheelchairs
 - Pull-ups
 - Push-ups
- **Twist/Turn:** Develop & maintain ability to twist/turn body for practical & recreational purposes.
 - Calisthenics
 - Tumbling
 - Trunk twists for striking or practical purposes

Balance:

- **Static Balance:** Use static balance for practical and recreational purposes
 - Balance beam
 - One foot stands
 - Calisthenics
 - Stand after kick
- **Dynamic or Moving Balance:** Maintain balance while in motion for practical and recreational purposes
 - Walk on various surfaces and terrain
 - Hike
 - Climb stairs

Eye-hand Coordination:

- **Catch:** Catch during drill & practice activities
 - Hand dribble
 - Trap
 - One or two hand catch when rolled
 - One or two hand catch when bounced
 - One or two hand catch when tossed
 - One or two hand catch when thrown
- **Strike:** Use striking skills for practical & recreational purposes.
 - Striking games
 - Striking a variety of objects with hands
 - Use a variety of implements for striking skills
- **Throw:** Throw objects in drills, activities, and games
 - Throw a variety of objects
 - Toss a variety of objects
 - Pass a variety of objects
 - Use a variety of targets, distance and degree of complexity

Eye-foot Coordination:

- **Kick:** Use kicking motion for practical and recreational purposes
 - Kick a stationary object
 - Kick a rolled object
 - Punt
 - Skill drills with various distances, speeds & configurations
 - Vary ball size for games and sport
- **Coordinated foot movement:** Use coordinate foot movements for practical and rhythmic activities
 - Foot dribble
 - Paces
 - Rhythmic movement (skip, jump rope, march, dance, climb stairs)
 - Walk alone in a crowd

General Coordination:

- **Climb structures and apparatus:** Climb structures and apparatus with the environment
 - Transitioning
 - Climb into vehicles, (car, bus, etc)
 - Climb into furniture
 - Climb into playground equipment
- **Agility:** Display agility into sports-related skills
 - Transitional games & sports
 - Dodge, chase & flee
 - Pivot
 - Change direction
 - Stop
- **Jump Rope:** Jump rope for fitness and recreation
 - Jump while having rope turned by others
 - Jump while self-turning rope
 - Jump in place
 - Jump continuously
 - Rhythmic jump
 - Games

Creative Movement:

- **Movement Exploration:** Explore movement possibilities
 - Different types of throws
 - Cross climb apparatus
 - Vary speed, positions & direction
 - Use a variety of apparatus objects
- **Move to Music:** Move to music for personal and social enjoyment
 - Dance
 - Vary tempo, speed, type, style & volume
 - Aerobic exercise

Cooperation:

- **Turn taking:** Take turns in group & team situations
 - Take turns in a line while maintaining line position
 - Skill drills
 - Rotate & switch positions
- **Sportsmanship:** Demonstrate sportsmanship skills and attitudes.
 - Use positive statements and support
 - Peer pressure situations
 - Follow rules and adult directives
 - Conflict situations

Personal Fitness:

- **Cardiovascular Endurance:** Develop and maintain cardiovascular fitness
 - Aerobic endurance
 - Distance for time
 - Time for distance
 - Sustained run or jog
 - Use of aerobic equipment
- **Strength:** Develop and maintain strength for practical and recreational purposes
 - Isometric/isotonic exercises
 - Weight Training
 - Use adaptive equipment
 - Sit-ups
 - Pull-ups
 - Push-ups
- **Flexibility:** Develop and maintain flexibility for practical, recreation & injury prevention.
 - Stretching exercises for various parts of the body
 - Static self-stretch
 - Manual stretch
 - Games
 - Yoga & Palates
- **Body Fat:** Develop and maintain a healthy percentage of body fat.
 - BMI Body Mass Index
 - Height & Weight Charts
 - Awareness of basic fitness concepts

Respect:

- **Respect for Others:** Show respect for others within group activities regardless of age, gender, ethnicity, and body type or skill level.
 - Positive feedback
 - Compliments
 - Cooperative games
 - Give and take assistance

- **Self Respect:** Show self respect within group activities regardless of own ethnicity, gender, body type, or skill level.
 - Maintain dignity
 - Active roll within group setting
 - Socially acceptable conduct
 - React to social cues
 - Imitate appropriate behavior of others

Unifying Ideas of Physical Education:

The following are examples of bridges between the unifying ideas of the core curriculum and the four environments that can be adapted to meet student needs:

- **Movement Skills and Movement Knowledge**

- **Community**

- Bend arms to push own wheelchair
 - Be able to maneuver in a crowd

- **Recreation and Leisure**

- Participate in team activities
 - Listen to own coach
 - Do what is instructed

- **Domestic**

- Make a bed
 - Perform personal care action

- **Vocational**

- Pick up items from floor before cleaning
 - Reach while pulling or pushing a vacuum

- **Self-image, Self-esteem, and Self realization**

- **Community**

- Walk next to peer or another person
 - Maintain balance of exercise throughout the day

- **Recreation and Leisure**

- Learn or perfect a game
 - Make supportive gestures to a peer during play

- **Domestic**

- Talk to peer within acceptable distance
 - Maneuver around objects without touching them

- **Vocational**

- Develop stamina to complete a work activity
 - Follow through activity after directions are given

- **Social Development and Interaction**

- **Community**

- Demonstrate appropriate behavior during games
 - Participate in conflict resolution

Recreation and Leisure

- Participate in choosing team positions
- Wheel a friend around the bases

Domestic

- Participate with others in a project
- Cooperate in work with a peer

Vocational

- Develop score keeping skills
- Participate as a team manager

Subject Area: Adapted Physical Education

Unit: Aerobic Conditionng & Fitness

Unit Outcomes: The student will be able to identify several types of aerobic activities and participate in a few types while keeping track of their progress

Essential Outcome and Related Standards:

A. Students will learn how to monitor pulse rate and BMI and keep record of their own progress.

State Standard(s):10.5D

B. Students will participate in various aerobic conditioning activities such as fitness walking, jogging, and following aerobic movements from popular fitness CD's and games.

State Standard(s): 10.4 A-E

Content and Instructional Activities:

A. Students will take and record their own pulse rates using heart rate monitors.

Assessment Criteria: Taking and recording heart rates

Resources and Materials:

- Heart rate monitors & Body Fat Analyzer
- Fitness Equipment such as bikes, elliptical trainers, interactive fitness games

B. Students will participate in fitness walking and/or jogging while being timed for a twenty minute period and various fitness tapes and programs.

Assessment Criteria:

- Distance covered during timed intervals
- Pulse rates generated by activities
- Reaching Target heart rate.

Possible Modifications:

- Frequent rest periods or short breaks
- Students can perform just upper body movements where applicable
- Students can perform just lower body movements where applicable

Resources and Materials:

- Cooper's Aerobic Conditioning Charts
- "Fitness Gram" charts
- Computer
- Computer data materials
- Hand helds for recording data
- Pedometers
- Stop watch
- Tae-Bo fitness vidoetapes
- Sony Playstation 2 Game set and Eye Cam
- Interactive Game CD's: Dance, Dance Revolution & Eye Toy

Subject Area: Adapted Physical Education

Unit: Basketball

Unit Outcomes: Students will be able to participate in basketball skills and use those skills in a modified game situation.

Essential Outcome and Related Standards:

A. Students will demonstrate how to safely shoot a basketball.

State Standard(s): 10.3D; 10.4 E & F; 10.5 C

B. Students will play a modified basketball game with each other.

State Standard(s): 10.5 E & F

Content and Instructional Activities:

A. Students will learn and practice modified ball handling skills such as dribbling, passing, & shooting.

Possible Modifications:

- Allow traveling
- Partner assisted
- Oral prompts
- Allow two handed dribbling
- If student used a wheelchair, allow him to hold ball on lap while moving around
- Use beeper ball, and radio under basket for individual with visual impairments

Assessment Criteria:

- Self evaluation of form
- Effort & Participation grade

Resources and Materials:

- Video camcorder & TV for replay
- Basketballs of various size and weight
- Various sized targets & hoops

B. Students will participate in a modified basketball game according to their own physical capabilities.

Assessment Criteria:

- Score of game
- Effort & Participation grade

Resources and Materials:

- Various balls (vary size & weight)
- Choose the target students were most successful with for game situation
- Modify court size and rules

Subject Area: Adapted Physical Education

Unit: Bowling

Unit Outcomes: Students will be able to participate in a game of bowling and score their progress

Essential Outcome and Related Standards:

A. Students will demonstrate how to safely roll a bowling ball towards the pins.

State Standard(s): 10.3D; 10.4F & 10.5A

B. Students will score their own game of bowling

State Standard(s): 10.5 E & F

Content and Instructional Activities:

A. Students will learn and practice bowling balls of different size and weight from various distances to knock down pins.

Assessment Criteria:

- Self evaluation of distance
- Effort & Participation grade

Resources and Materials:

- Bowling balls of various size and weight
- Various sized targets

B. Students will participate and score themselves in a modified game of bowling according to their own physical capabilities.

Possible Modifications:

- Simplify or reduce number of steps or remain in stationary position
- Use two hands instead of one
- Use a ramp
- Use a partner
- Give continuous verbal clues

Assessment Criteria:

- Score at end of game
- Effort & Participation grade
- Self-evaluation log

Resources and Materials:

- Various bowling balls (vary size & weight)
- Choose the target students were most successful with for game situation
- Modify alley length and rules
- Allow students to help each other calculate score or use calculators

Subject Area: Adapted Physical Education

Unit: Dance & Rhythmical Movement

Unit Outcomes: Students will be able to participate in various forms of movement patterns and dance for personal fitness and social enjoyment.

Essential Outcome and Related Standards:

A. Students will learn and demonstrate to the best of their ability several locomotive patterns.

State Standard(s): 10.4 A & E, 10.5E

B. Students will practice and perform several popular social, cultural and/or line dances.

State Standard(s): 10.4 A and 10.5 B

Content and Instructional Activities:

A. Students will learn and practice as many of the following basic locomotive patterns as they are physically able to. Locomotion patterns practiced will be to walk, run, hop, jump, leap, skip, slide and gallop.

Assessment Criteria:

- Self evaluation
- Teacher feedback
- Effort & Participation grade

Resources and Materials:

- Music and player (CD or tape)
- Visual charts

B. Students will learn and practice the basic steps, positions and formations of a popular line dance, social and cultural dance.

Assessment Criteria:

- Effort & Participation grade
- Self-evaluation

Resources and Materials:

- Visual cue cards
- Music and player (CD or tape)

Possible Modifications:

- Slow the pace of sequential progression
- Slow tempo
- Learn only a short locomotive pattern at one time
- Walk through demonstration
- Allow more time

Subject Area: Adapted Physical Education

Unit: Flexibility & Balance

Unit Outcomes: Students will be able to improve personal flexibility of their overall body and improve their balance

Essential Outcome and Related Standards:

A. Students will learn and demonstrate to the best of their ability several muscular stretches to increase flexibility of major muscle groups.

State Standard(s): 10.4 A & B, 10.5 D

B. Students will practice and perform to the best of their ability several static balance movements.

State Standard(s): 10.4 B and 10.5 E

Content and Instructional Activities:

A. Students will stretch as many of the following major muscle groups as they are physical able to do. The major muscle groups include head & neck, arms & shoulders, chest & upper back, abdominal & lower back; hips & legs

Assessment Criteria:

- Pre-test & post testing measurements
- Effort & Participation grade

Resources and Materials:

- Exercise charts
- Folding mat
- Measuring tape and sit-n-reach measuring table

B. Students will learn and practice the holding several static balance positions successfully while practicing walking on a low balance beam & buddy walkers, and sitting and balancing on a large exercise ball.

Assessment Criteria:

- Effort & Participation grade
- Self-evaluation

Resources and Materials:

- Balance balls
- Buddy walkers
- Low balance beam

Possible Modifications:

- Allow more practice time
- Partner assisted
- Visual and verbal cues

Subject Area: Adapted Physical Education

Unit: Field Hockey & Floor Hockey

Unit Outcomes: Students will be able to demonstrate several field hockey skills and floor hockey skills to the best of their physical ability to be used in game situations. They will also be able to identify the differences and similarities between the two sports.

Essential Outcome and Related Standards:

A. Students will demonstrate safely moving the ball down the field and/or court by dribbling and passing the ball and/or puck to a partner.

State Standard(s): 10.3 A, 10.4 E & F; 10.5 A & F

B. Students will practice safely shooting on goal using a push pass, drive (field hockey) or slap shot (floor hockey)

State Standard(s): 10.3 E; 10.4 E; 10.5 E & F

Content and Instructional Activities:

A. Students will demonstrate methods of stopping the ball/puck and dribbling down the field/court.

Assessment Criteria:

- Self & peer evaluation

Resources and Materials:

- Hockey sticks
- Hockey balls or pucks
- Cones or markers

B. Students will practice and demonstrate the push pass, the drive and the slap shots on goal.

Assessment Criteria:

- Effort & Participation grade
- Goals scored

Resources and Materials:

- Hockey sticks
- Hockey balls/pucks
- Goal cage

Possible Modifications:

- Vary size of goal/target
- Shorter distance to goal from shot
- Larger puck or indoor ball
- Curved stick if necessary
- Vary grip if necessary
- Longer practice time
- Smaller court size for game situations

Subject Area: Adapted Physical Education

Unit: Fitness

Unit Outcomes: Students will be able to demonstrate knowledge of the components of fitness and how it relates to their lifestyles.

Essential Outcome and Related Standards:

A. Students will demonstrate and measure their personal fitness levels not previously tested in the aerobic conditioning & flexibility units. These fitness tests will measure speed and muscular strength and endurance.

State Standard(s): 10.4 A & C; 10.5 D

B. Students will choose and practice various training methods to improve their personal fitness levels.

State Standard(s): 10.4 B, C, & D

Content and Instructional Activities:

A. Students will be able increase their cardiovascular fitness and muscular endurance by working up to a twenty-minute participation period while riding a stationary bike, using the elliptical trainer, or participating in the Dance, Dance Revolution program and/or Eye toy games.

Assessment Criteria:

- Fit gram Pre & post tests

Resources and Materials:

- Appropriate Fitness Equipment (bikes, elliptical trainers, Sony Playstation 2 programs and games.
- “Fitness gram” program
- Internet access for recording progress and logging it into PE Central using handheld computers

B. Students will improve their muscular strength and endurance by doing various calisthenics for the upper body, lower body and abdominal muscle groups.

Assessment Criteria:

- Effort & Participation grade
- Pre & Post tests

Resources and Materials:

- Fitness gram tests & program
- Hand held computers & Internet access for logging progress into PE Central
- Folding mat
- Therabands or resistance bands
- Small weights
- Hand held computers and Internet access

Possible Modifications:

- Modify exercises
- Use therabands/resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible.
- Allow for shorter practice sessions
- Constant instructor feedback on proper form of exercise

Subject Area: Adapted Physical Education

Unit: Football

Unit Outcomes: Students will be able to demonstrate several football skills used in football game situations.

Essential Outcome and Related Standards:

A. Students will practice and demonstrate to the best of their ability how to throw and catch a tossed football.

State Standard(s): 10.5 B & C

B. Students will participate in a modified flag football game.

State Standard(s): 10.4 F & 10.5 F

Content and Instructional Activities:

A. Students will practice and be able to throw a football to the best of their physical ability. Students will also practice catching a tossed football.

Assessment Criteria:

- Teacher evaluation of form
- Students will be able to successfully hit various targets by throwing a football.

Resources and Materials:

- Various size and weight footballs
- Various targets

B. Students will participate in a modified game of flag football with their peers.

Assessment Criteria:

- Effort & Participation grade
- Game outcome

Resources and Materials:

- Fitness gram tests & program
- Hand held computers & Internet access for logging progress into PE Central

Possible Modifications:

- Modify rules
- Shorten boundaries
- Allow more trials or “downs” for scoring
- Use various size or type of footballs
- Use more flags
- Use longer flags

Subject Area: Adapted Physical Education

Unit: Golf

Unit Outcomes: Students will be able to demonstrate basic skills of golf in a modified golf tournament with their peers.

Essential Outcome and Related Standards:

A. Students will practice and demonstrate to the best of their ability how to drive, chip, and putt a golf ball.

State Standard(s): 10.4 A, D & E; 10.5 B & C

B. Students will participate in a modified golf tournament with their peers.

State Standard(s): 10.4 F & 10.5 F

Content and Instructional Activities:

A. Students will practice driving, chipping and/or putting a golf ball.

Assessment Criteria:

- Teacher evaluation of form
- Self evaluation
- Score of modified games

Resources and Materials:

- Golf clubs (driver, 5 or 7 iron, putter)
- Golf balls & tees
- Score card
- Vary size of targets gradually getting smaller

B. Students will participate in a modified game of miniature golf and move toward a chip & putt tournament with their peers.

Assessment Criteria:

- Effort & Participation grade
- Game outcome

Resources and Materials:

- Pedometers for gauging walking distance
- Golf clubs (driver, iron, putter)
- Golf balls & tees
- Various size targets/holes
- Score cards

Possible Modifications:

- Modify golf rules
- Use club with larger head
- Use shorter or lighter clubs
- Shorten distance of targets/holes
- Use larger or brightly colored balls
- Use tee for all shots

Subject Area: Adapted Physical Education

Unit: Officiating

Unit Outcomes: Students will choose a sport and learn all the rules and regulations and hand signals that will allow them to officiate a game/match in PE classes or job-shadow an official associated with an outside organization such as a swim club or gymnastics team. Available sports: Baseball, Basketball, Bowling, Cross-country, Field hockey, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, Swimming & Diving, Tennis, Track & Field, Volleyball and/or Wrestling.

Essential Outcome and Related Standards:

A. Students will demonstrate knowledge of rules and equipment on a written test as outlined by the current Pennsylvania Interscholastic Athletic Association (PIAA) and the National Federation of State High School Association (NFHS) rulebooks.

State Standard(s): 10.3A & B; 10.4D; 10.5A & F

B. Students will practice their roles as referee/official in game situations during PE class.

State Standard(s): 10.3A & C; 10.4B; 10.5C

C. Students will be encouraged to job shadow an actual official associated with an outside organization and fill out a one-page assessment of what they have learned. This objective will not be mandatory except in situations where a student has chosen a sport competition not in the Wind Gap Middle School PE Curriculum, such as: Baseball, Cross-country, Gymnastics, Swimming and Diving & Wrestling.

State Standard(s): 10.3A, C, & D; 10.5A & F

Content and Instructional Activities:

A. Students will read and interpret rules and regulations from current PIAA and NFHS rulebooks.

Assessment Criteria:

- Rules interpretation sessions and tests

Resources and Materials:

- NFHS sport specific rulebooks

B. Students will practice what they have learned in the above objective playing the role of official in PE classes during their chosen sport's competition.

Assessment Criteria:

- Effort & Participation grade
- Teacher Assessment & Feedback of performance

Resources and Materials:

- Whistles
- Cue Cards for rules & hand signals

C. Students will be encouraged to choose an outside organization within the community to job shadow an actual referee. They can perform this objective during PE classes by playing the role of an official, if we have the sport competition they chose.

Assessment Criteria:

- One page assessment of what they learned by job shadowing an official signed by the official.
- Teacher evaluation of role-playing the official during PE class instead of the above assessment.

Resources and Materials:

- Outside organizations: Pen Argyl Green & White Association; Wind Gap Athletic Association, Nazareth or Easton YMCA Swim Clubs; Pen Argyl High School or Wind Gap Middle School Competitions, Parkettes Gymnastics Team or Girls Coop of Bethlehem, Emery Track & Field Clubs.

Possible Modifications:

- Allow students to help with the competitions rather than officiate them if their disability prevents them from officiating.
- Allow more time to learn rules
- Decrease number of rules to be learned
- Decrease number of hand signals to be demonstrated
- Allow use of cue cards or student helper when practicing the role of official
- Allow students to walk or wheel their chair beside competition rather than run inside of playing boundaries.
- Provide help with locating or setting up an appointment with an outside organization willing to allow the job shadowing to occur.

Subject Area: Adapted Physical Education

Unit: Lacrosse

Unit Outcomes: Students will be able to demonstrate basic throwing and catching skills to participate in a modified lacrosse game.

Essential Outcome and Related Standards:

A. Students will safely practice and demonstrate to the best of their ability how to throw and catch a lacrosse (McWhip-it) ball.

State Standard(s): 10.3 A; 10.4 E; 10.5 B

B. Students will participate in a modified lacrosse game with their peers.

State Standard(s): 10.4 F & 10.5 E & F

Content and Instructional Activities:

A. Students will practice throwing and catching a ball with a modified lacrosse stick.

Assessment Criteria:

- Teacher evaluation
- Self evaluation
- Score of modified games

Resources and Materials:

- Scoops or shorter lacrosse sticks with larger head & net and Velcro lined
- McWhip-it balls with Velcro attachments

B. Students will participate in a modified game of lacrosse with their peers.

Assessment Criteria:

- Effort & Participation grade
- Game outcome

Resources and Materials:

- Modified lacrosse sticks or scoops and balls.
- Lacrosse goal or target

Possible Modifications:

- Modify rules
- Shorten boundaries
- Use modified sticks and balls with Velcro to aid in catching
- Use larger goals
- Use beeper or radio at goal for visually impaired students
- Use soft and larger balls
- Use brightly colored balls
- Allow walking instead of running
- Allow students in wheelchairs to carry ball & stick in their laps while moving

Subject Area: Adapted Physical Education

Unit: Recreational Games

Unit Outcomes: Students will be able to demonstrate basic game rules and participate in each of the following games: badminton, deck tennis, putter pool, bean bag toss, table tennis, shuffleboard, quoits/horseshoes.

Essential Outcome and Related Standards:

A. Students will demonstrate knowledge of game rules and “good sportsmanship” while participating in the above games.

State Standard(s): 10.3 A & C; 10.4 E & F; 10.5 B & E

B. Students will practice and demonstrate tossing, striking and pushing skills in a variety of game situations.

State Standard(s): 10.4 D; 10.5 B, C, & F

Content and Instructional Activities:

A. Students will learn and demonstrate knowledge of individual game rules

Assessment Criteria:

- Rules test
- Game outcome

Resources and Materials:

- Rule cues & charts
- Badminton racquets, shuttlecocks, & net
- Deck tennis rings & rope/net
- Putter pool game board, putters, golf balls
- Bean bags & targets
- Shuffleboard surface, sticks & discs
- Ping-pong table, paddles & balls
- Quoits and/or horseshoes

B. Students will participate in modified recreational games with their peers.

Assessment Criteria:

- Effort & Participation grade
- Sportsmanship grade
- Game outcome

Resources and Materials:

- Badminton racquets, shuttlecocks, & net
- Deck tennis rings & rope/net
- Putter pool game board, putters, golf balls
- Bean bags & targets
- Shuffleboard surface, sticks & discs
- Ping-pong table, paddles & balls
- Quoits and/or horseshoes

Possible Modifications:

- Modify rules
- Shorten boundaries or distance to targets
- Use larger paddles & balls
- Use larger targets
- Use larger & lighter racquets & clubs
- Use brightly colored balls/rings or shuttlecocks
- Play with partner
- Avoid scoring until student feels confident with skills

Subject Area: Adapted Physical Education

Unit: Soccer

Unit Outcomes: Students will be able to demonstrate basic skills and knowledge of game rules while playing a modified soccer game.

Essential Outcome and Related Standards:

A. Students will demonstrate dribbling and passing a soccer ball to a partner.

State Standard(s): 10.3 D; 10.4 A, B, & C; 10.5 B & C

B. Students will practice and demonstrate shooting on goal

State Standard(s): 10.3 A; 10.4 E; 10.5 A & E

C. Students will demonstrate legal throw-ins during a modified soccer game.

State Standard(s): 10.3 D; 10.4F; 10.5 F

Content and Instructional Activities:

A. Students will practice dribbling and passing a soccer ball

Assessment Criteria:

- Self evaluation
- Modified skills test

Resources and Materials:

- Verbal cues
- Partner
- Cones
- Soccer ball

B. Students will practice legal throw-ins to the best of their physical abilities.

Assessment Criteria:

- Teacher feedback & evaluation

Resources and Materials:

- Soccer ball
- Boundary line

C. Students will participate in a modified soccer game with their peers.

Assessment Criteria:

- Self evaluation
- Game outcome
- Effort & Participation grade

Possible Modifications:

- Modify rules
- Use walking instead of running
- Have well defined boundaries
- Reduce playing area
- If student uses a wheelchair, allow him to hold ball in lap while moving
- Allow wheelchair students to dribble using chair instead of feet
- Use deflated soccer balls, nerf ball, beeper ball or brightly colored balls
- Use target that makes noise when hit for the visually impaired student

Subject Area: Adapted Physical Education

Unit: Softball

Unit Outcomes: Students will be able to demonstrate basic skills and knowledge of game rules while playing a modified softball game.

Essential Outcome and Related Standards:

A. Students will demonstrate throwing and catching softball.

State Standard(s): 10.4 E & F; 10.5 A, B, & C

B. Students will practice and demonstrate striking skills while batting softball.

State Standard(s): 10.4 E & F; 10.5 A, B, & C

Content and Instructional Activities:

A. Students will practice throwing, catching and batting softballs.

Assessment Criteria:

- Self evaluation
- Modified skills test

Resources and Materials:

- Rule cues & charts
- Various size & weight softballs with Velcro attachments
- Incrediballs
- Larger softball gloves/mitts with Velcro lining
- Lighter/smaller balls
- Hitting tees

B. Students will participate in modified softball game with their peers.

Assessment Criteria:

- Effort & Participation grade
- Sportsmanship grade
- Game outcome

Resources and Materials:

- Rule cues & charts
- Various size & weight softballs with Velcro attachments
- Incrediballs
- Larger softball gloves with Velcro lining
- Lighter/smaller balls
- Hitting tees
- bases

Possible Modifications:

- Modify rules
- Shorten field
- Shorten distance between bases
- Have students bat ball from tee
- Use larger or smaller bats
- Use Velcro balls & mitts
- Use batting tees
- Shorten the pitching distance
- Use beeper balls
- Provide peer to assist
- Students without disabilities must count out loud to ten before tagging out a person with a disability
- Allow more outs
- If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee

Subject Area: Adapted Physical Education

Unit: Sport History

Unit Outcomes: Students will research and write a two-page paper demonstrating knowledge of the history of a particular sport, safety within a particular sport, sport rules and skills, or the responses of the body to activity or principles of training. This can be done in conjunction with a specific unit or in place of a unit where objectives are otherwise impossible to meet.

Essential Outcome and Related Standards:

A. Students will demonstrate research skills and knowledge of their chosen topic in the form of a written and or oral presentation.

State Standard(s): 10.3 A; 10.4 C; 10.5 C & D

Content and Instructional Activities:

A. Students will research topic/sport and report their findings to their teacher

Assessment Criteria:

- Written or oral report

Resources and Materials:

- Computer with Internet access

Possible Modifications:

- Length of report
- Verbal rather than written report
- Topic

Subject Area: Adapted Physical Education

Unit: Track & Field Events

Unit Outcomes: Students will be able to participate and record their efforts in several track and field events.

Essential Outcome and Related Standards:

A. Students will demonstrate their efforts in a short 50-yard/meter race and baton relay race as allowed by their physician.

State Standard(s): 10.4 B & D; 10.5 B & C

B. Students will demonstrate their efforts in one of the following throws: softball throw, shot put and/or discus if allowed by their physician.

State Standard(s): 10.4 D & E; 10.5 A & E

C. Students will demonstrate their efforts, as allowed by their physician, in one of the following jumping events: stationary broad jump, long jump and/or high jump.

State Standard(s): 10.4 D & E; 10.5 A, B & E

Content and Instructional Activities:

A. Students will practice racing and record their best times in a short 50-yard/meter sprint and in a short baton relay race with their peers.

Assessment Criteria:

- Recorded times
- Effort & Participation grade

Resources and Materials:

- Stop watch
- Measuring tape
- Baton

B. Students will participate in one of the following throwing events and record their best distance: shot put, discus or softball throw.

Assessment Criteria:

- Recorded distance
- Effort & Participation grade

Resources and Materials:

- Various size & weight softballs
- Shot put
- Discus
- Measuring tape

C. Students will participate in one of the following jumping events and record their best efforts: standing broad jump, long jump and/or high jump

Assessment Criteria:

- Recorded distance or height
- Effort & Participation grade

Resources and Materials:

- Measuring tape
- Sand pit & runway
- Rake
- High jump mat or crash pad
- High jump standards & pole

Possible Modifications:

- Use lighter, larger or smaller equipment
- Perform skill from stationary position or by taking fewer steps
- Allow fouls to count
- Shorten distance of take-off point for jumps
- Allow wheelchair bound students to hold baton in lap while moving
- Provide more practice opportunities and trials for recording

Subject Area: Adapted Physical Education

Unit: Tennis

Unit Outcomes: Students will demonstrate basic skills needed to be able to participate in a modified game of tennis.

Essential Outcome and Related Standards:

A. Students will demonstrate to the best of their ability a serve in tennis.

State Standard(s): 10.5 A, B, & E

B. Students will demonstrate striking a moving tennis ball while working towards demonstrating volleying a tennis ball with a partner.

State Standard(s): 10.4 A & D; 10.5 A, B & E

C. Students will participate in a modified tennis game and demonstrate their knowledge of scoring in tennis.

State Standard(s): 10.3 D; 10.4 E & F; 10.5 D, E, & F

Content and Instructional Activities:

A. Students will practice various serves and choose one that best fits their needs to use in a game situation.

Assessment Criteria:

- Teacher evaluation of form
- Ball successfully crossing the net
- Effort & Participation grade

Resources and Materials:

- Tennis racquets
- Tennis balls
- Tennis net

B. Students will demonstrate to the best of their ability striking a tennis ball from a tee, from a toss and from a volley by a partner.

Assessment Criteria:

- Effort & Participation grade
- Success of striking a moving ball
- Ball crossing the net

Resources and Materials:

- Tennis racquets
- Tennis balls
- Tennis net

C. Students will participate in a modified tennis game and demonstrate knowledge of scoring in tennis.

Assessment Criteria:

- Scoring a round in tennis

Resources and Materials:

- Tennis racquets
- Tennis balls
- Tennis net

Possible Modifications:

- Use lighter, larger balls and racquets
- Reduce size of net and court
- Allow any type of serve (hit off tee, bounce serve, overhead serve)
- Stand closer to net on serve
- Do not use service court
- Allow more than one bounce
- Use scorecard to track scoring
- Slow down the ball
- Lower net or do not use a net
- Use brightly colored balls
- Use peer for assistance or doubles partner

Subject Area: Adapted Physical Education

Unit: Volleyball

Unit Outcomes: Students will demonstrate basic skills needed to participate in a modified volleyball game.

Essential Outcome and Related Standards:

A. Students will demonstrate serving volleyball to the best of their ability.

State Standard(s): 10.5 A, B, & E

B. Students will demonstrate one of the following legal hits: dig or set-up.

State Standard(s): 10.4 A & D; 10.5 A, B & E

C. Students will participate in a modified volleyball game and demonstrate their knowledge of scoring.

State Standard(s): 10.3 D; 10.4 E & F; 10.5 D, E, & F

Content and Instructional Activities:

A. Students will practice various serves and choose one that best fits their needs to use in a game situation.

Assessment Criteria:

- Teacher evaluation of form
- Ball successfully crossing the net
- Effort & Participation grade

Resources and Materials:

- Volleyball
- Volleyball court & net

B. Students will practice digs and set-ups with a partner and in a small group.

Assessment Criteria:

- Effort & Participation grade
- Keeping the ball in the air

Resources and Materials:

- Trainer volleyballs
- Volleyball court & net
- Partner

C. Students will participate in a modified volleyball game and demonstrate their knowledge of scoring.

Assessment Criteria:

- Scoring a volleyball game

Resources and Materials:

- Scorecard
- Volleyball
- Volleyball court & net

Possible Modifications:

- Use trainer volleyballs or lighter balls
- Reduce court size
- Lower net or do not use net
- Stand closer to the net on a serve
- Allow more than one trial on a serve
- Modify rules
- Allow ball to bounce
- Hold ball and have student hit it
- Allow players to catch the ball instead of volleying
- Allow student to self-toss and set the ball

Subject Area: Adapted Physical Education

Unit: Weight Training

Unit Outcomes: Students will design their own weight training or resistance band program of exercises as allowed by their physician. They will repeat them regularly for a 4-6 week period while tracking their performance and results.

Essential Outcome and Related Standards:

A. Students will demonstrate proper form in execution of any weight training/resistance band exercises.

State Standard(s): 10.3D; 10.4A & C; 10.5D & E

B. Students will demonstrate knowledge of terms such as: resistance, repetitions, and sets by logging their progress. They will perform their chosen exercises and increase the resistance, repetitions, and sets when necessary.

State Standard(s): 10.4A & B; 10.5C, D, & E

C. Students will be encouraged to continue these types of fitness related exercises on their own and will be taught how to keep record and maintain a free personal fitness log on-line in conjunction with www.pecentral.com.

State Standard(s): 10.4B & D; 10.5C & D

Content and Instructional Activities:

A. Students will practice various weight training/resistance band (theraband) exercises for and choose as many as their physician will allow in designing their person programs.

Assessment Criteria:

- Teacher evaluation of form
- Teacher feedback & corrections
- Written program designed by student
- Effort & Participation grade

Resources and Materials:

- Various sized weights and dumbbells
- Resistance bands
- Exercise visuals grouped by body part
- Exercise log & folder for each student

- B. Students will perform and repeat their chosen exercises over a 4-6 week period while at the same time recording their results. Students will be taught scientific principals of training and be able to increase or decrease amounts of weight/resistance, repetitions and sets when necessary.

Assessment Criteria:

- Effort & Participation grade
- Student log of personal program

Resources and Materials:

- Training principles poster
- Student log
- Various size weights
- Various types of resistance bands

- C. Students will keep an on-line exercise log on www.pecentral, which can be accessed by the teacher for personal feedback.

Assessment Criteria:

- On-line student log

Resources and Materials:

- On-line access
- Computer or handhelds

Possible Modifications:

- Allow use of light dumbbells and/or bars
- Allow student to start with a partial set and allow more time to reach personal goals
- Allow use of resistance bands instead of weights
- Decrease number of exercises
- Decrease number of repetitions and/or sets
- Allow students to work specific body parts only, as allowed by their physician, in designing their personal programs (upper body: chest, back arms, shoulders; abdominals; lower body: hips & buttocks, legs.
- Allow for non-weight bearing types of weight training/resistance band exercises
- Increase teacher feedback on form (monitor closely)
- Use pull-up trainer
- Allow one side of the body to exercise differently than the other depending upon student strengths and/or disabilities

WGMS Adapted Physical Education Form

One can better understand the philosophy of Adapted Physical Education at Wind Gap Middle School if we change the word “Adapted” to “Modified”. We will adapt or modify the curriculum, task, and/or environment so that **ALL** students can participate in Physical Education. Please give written instructions to the physical educators. Sign and stamp the bottom portion and return to the school nurse as soon as possible at:

Wind Gap Middle School, 1620 Teels Road, Pen Argyl, PA 18072

Patient: _____

Diagnosis or Disability: _____

Expected Length of Time: _____

Activities/Sports: Check off & Circle those that your patient can participate in:

- Aerobic Conditioning:** Walking, Jogging/Running as tolerated, low-impact dance or use of fitness machines such as bikes or elliptical trainers.
- Archery**
- Basketball:** Shooting skills, ball handling skills, playing in game situations
- Bowling**
- Dance and Rhythmical Movement:** low impact, locomotive skills
- Flexibility & Balance:** static stretching & balance skills
- Field Hockey:** Shooting skills, stationary stick skills, playing in game situations
- Floor Hockey:** Shooting skills, defensive position only, offensive position only, goalie only
- Fitness Testing:** strength, flexibility, muscular endurance, speed, agility
- Flag Football:** Passing, punting, kicking, playing in game situations
- Golf:** Chipping skills, driving skills, putting skills, miniature golf
- Lacrosse:** Throwing & catching skills, playing in game situation
- Officiating**
- Recreational Games:** Badminton, deck tennis, putter pool, racquetball, beanbags, table tennis (ping Pong), shuffleboard, quoits/horseshoes.
- Soccer:** Dribbling skills, passing skills, taking shots on goal, playing in game situations.
- Softball:** Batting skills, base running skills, fielding skills, throwing & catching skills, playing in game situations
- Sport History:** researching the sport or game
- Track & Field Events:** running events, throwing events, jumping events
- Tennis:** Serving skills, volleying forearm & backhand shots, playing in games
- Volleyball:** Serving skills, ball handling skills, playing in game situation
- Weight Training:** use of light weights only, use of resistance bands only, exercise upper body, abdominals, lower body, non-weight bearing exercises only.

Physician Signature

Phone

Stamp:
Date

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