

Wallenpaupack Area School District Planned Course Curriculum Guide

Department Physical Education/Special Education Departments Adaptive Physical Education (General)

Course Description: This course provides content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and fitness. With the support of peer helpers, students will participate and develop their independence in a variety of lifetime leisure activities. They will also work towards improving their balance, flexibility and strength through daily stretching. For students who are unable to participate safely or successfully in the regular physical education program, adapted physical education is offered as a modified version for students who require a higher level of support. This course is tailored to each student's individual needs and abilities, helping them increase their independence in various leisure activities and their overall physical fitness.

Initial Creation Date (if applicable) and Revision Dates: April 25, 2025

Wallenpaupack Area School District Curriculum	
COURSE: Adaptive PE (General)	GRADE/S: 9-12+
UNIT 1: Lifetime Fitness Activity 1 (ex: Bowling)	TIMEFRAME: ~ 15 days

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p><u>National:</u></p> <ul style="list-style-type: none"> • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. • Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <p><u>PA:</u></p> <ul style="list-style-type: none"> • 10.4.12: A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation • 10.5.12: A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will develop their ability to roll a ball at a target. • Students will work towards developing independence in bowling.

<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Grasping ball • Identifying target • Rolling ball • Aiming ball towards target • Hitting target with ball • Bowling <ul style="list-style-type: none"> ○ Objective of game ○ Rules of game ○ Scoring
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<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <p>Teacher Observation</p> <ol style="list-style-type: none"> 1. demonstrates proficiency of learning intention or skill development 2. models the behavior and character of a responsible and moral young adult
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<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Utilization of peer helpers to provide additional support</p> <p>Modification of activities so all students can participate</p> <ul style="list-style-type: none"> • Moving at a slower/faster pace • Give options for activities • Various levels of challenge • Modify rules of a game or activity • Adjust and/or modify equipment used for activity • Shorten duration of activity

- Appropriate accommodations based on the student's IEP/504 Plan

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Balls (various sizes and weights)
- Targets (various sizes and positions)
- Ramp (if needed)
- Bowling set

KEY VOCABULARY:

- Grasp
- Ball
- Roll
- Target
- Aim
- Pin
- Bowling

Wallenpaupack Area School District Curriculum	
COURSE: Adaptive PE (General)	GRADE/S: 9-12+
UNIT 2: Lifetime Fitness Activity 2 (ex: Fitness Walking/Hiking)	TIMEFRAME: ~15 days

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p><u>National:</u></p> <ul style="list-style-type: none"> • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. • Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <p><u>PA:</u></p> <ul style="list-style-type: none"> • 10.4.12: A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation • 10.5.12: A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Student will work towards walking independently, with supports and modifications as needed. • Student will develop ability to maintain a pace and follow a course, with supports and modifications as needed.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Improve balance • Increase endurance (duration of time walked) • Increase speed • Practice following a set course (i.e. staying in a lane on the track, staying on a trail in the woods, staying on a sidewalk)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <p>Teacher Observation</p> <ol style="list-style-type: none"> 1. demonstrates proficiency of learning intention or skill development 2. models the behavior and character of a responsible and moral young adult
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Utilization of peer helpers to provide additional support</p> <p>Modification of activities so all students can participate</p> <ul style="list-style-type: none"> • Moving at a slower/faster pace • Give options for activities • Various levels of challenge • Modify rules of a game or activity • Adjust and/or modify equipment used for activity • Shorten duration of activity • Appropriate accommodations based on the student’s IEP/504 Plan
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p>

Variety of walking surfaces

KEY VOCABULARY:

- Walk
- Hike
- Balance
- Pace
- Track
- Lane
- Trail

Wallenpaupack Area School District Curriculum	
COURSE: Adaptive PE (General)	GRADE/S: 9-12+
UNIT 3: Lifetime Fitness Activity 3 (ex: Basketball)	TIMEFRAME: ~ 15 days

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p><u>National:</u></p> <ul style="list-style-type: none"> • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. • Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <p><u>PA:</u></p> <ul style="list-style-type: none"> • 10.4.12: A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation • 10.5.12: A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will develop their ability to throw a ball at a target. • Students will work towards developing independence in basketball.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Grasping ball • Identifying target • Throwing ball • Aiming ball towards target • Getting ball into target (i.e. hoop or basket) • Basketball <ul style="list-style-type: none"> ○ Objective of game ○ Rules of game ○ Scoring
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <p>Teacher Observation</p> <ol style="list-style-type: none"> 1. demonstrates proficiency of learning intention or skill development 2. models the behavior and character of a responsible and moral young adult
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Utilization of peer helpers to provide additional support</p> <p>Modification of activities so all students can participate</p> <ul style="list-style-type: none"> • Moving at a slower/faster pace • Give options for activities • Various levels of challenge • Modify rules of a game or activity • Adjust and/or modify equipment used for activity • Shorten duration of activity

- Appropriate accommodations based on the student's IEP/504 Plan

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Balls (various sizes and weights)
- Targets (hoops and/or baskets; various positions)

KEY VOCABULARY:

- Grasp
- Ball
- Throw
- Target
- Aim
- Hoop
- Basket
- Basketball

Wallenpaupack Area School District Curriculum	
COURSE: Adaptive PE (General)	GRADE/S: 9-12+
UNIT: Strength, Balance & Flexibility	TIMEFRAME: Ongoing Daily Warm Up

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>National:</p> <ul style="list-style-type: none"> • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. • Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <p>PA:</p> <ul style="list-style-type: none"> • 10.4.12: A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation • 10.5.12: A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
<p>UNIT OBJECTIVES (SWBATS): Students will improve their strength, balance and flexibility through repeated practice.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Practice deep breathing • Basic warm-up and cool-down exercises • Stretch • Attempt various yoga poses (asanas)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Teacher Observation</p> <ol style="list-style-type: none"> 1. demonstrates proficiency of learning intention or skill development 2. models the behavior and character of a responsible and moral young adult
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Utilization of peer helpers to provide additional support</p> <p>Modification of activities so all students can participate</p> <ul style="list-style-type: none"> • Moving at a slower/faster pace • Give options for activities • Various levels of challenge • Modify rules of a game or activity • Adjust and/or modify equipment used for activity • Shorten duration of activity • Appropriate accommodations based on the student’s IEP/504 Plan
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • YouTube • Down Dog App • Yoga mats
<p>KEY VOCABULARY:</p>

- Balance
- Pose
- Stretch
- Yoga
- Breathe