

Wallenpaupack Area School District Planned Course Curriculum Guide

Department Physical Education/Special Education Departments

Adaptive Physical Education (Advanced)

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 in a variety of games, team sports, and recreational activities. 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. This course is tailored to each student's individual needs and abilities, helping them increase their competency in various skills and safety habits. This personalized approach enables students to experience success in recreational sports and games.

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

Wallenpaupack Area School District Curriculum	
COURSE: Adaptive PE (Advanced)	GRADE/S: 9-12+
UNIT 1: Outdoor Recreation	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> <p><u>Fitness Walking/Hiking</u></p> <ul style="list-style-type: none"> • Discuss how cardiovascular fitness is important to lifelong fitness • Walk at a consistent pace • Compare and contrast the health benefits and risks of hiking • Navigate a trail map and plan a route • Follow trail markings <p><u>Kayaking/Water Safety</u></p> <ul style="list-style-type: none"> • Demonstrate proper stroke technique • Describe and demonstrate how to safely enter a kayak/canoe • Explain the importance of safety while out on the water <p><u>Biking/Sharing the road</u></p> <ul style="list-style-type: none"> • List and describe the benefits of biking regarding lifelong fitness • Demonstrate how to check tire pressure/inflate a tire • Demonstrate how to put a chain back on the gears • Discuss the purpose of the different gears • Model and explain how to properly fit a helmet • Demonstrate the ability to obey traffic laws <p><u>Winter Recreation</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge of appropriate attire for outdoor recreation • Participate in outdoor winter activities (i.e. building a snow man, making snowballs, snowshoeing, etc.) • Discuss how to determine when you might be too cold and need to go inside
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>

- Fitness Walking/Hiking
- Kayaking/Water Safety
- Biking/Sharing the Road
- Winter Recreation

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Teacher Observation

1. demonstrates proficiency of learning intention or skill development
2. models the behavior and character of a responsible and moral young adult

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Utilization of peer helpers to provide additional support

Modification of activities so all students can participate

- 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.):

- YouTube
- Recreation tools – bikes, kayaks, etc.

KEY VOCABULARY:

- Coordination
- Speed
- Safety

Wallenpaupack Area School District Curriculum	
COURSE: Adaptive PE (Advanced)	GRADE/S: 9-12+
UNIT 2: Sports	TIMEFRAME: ~15 days

PA COMMON CORE/NATIONAL STANDARDS:

National:

- Standard 1 – A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 – A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 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.

PA:

- 10.5.12: B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
 - open and closed skills • short-term and long-term memory • aspects of good performance
- 10.5.12: F. Analyze the application of game strategies for different categories of physical activities.
 - individual • team • lifetime • outdoor

UNIT OBJECTIVES (SWBATS):

Soccer

- Explain the cues for dribbling and passing the ball
- Demonstrate proper footwork for dribbling, passing, and trapping the soccer ball using the head, chest, thigh, knee, and toe

Kickball

- Explain the cues for kicking the ball
- Demonstrate the ability to kick the ball
- Demonstrate the ability to run the bases in the proper order

Endball

- Demonstrate the ability to throw & catch a ball
- Apply the concept of moving to open space during gameplay

Floor Hockey

- Apply the concept of moving to open space during gameplay
- Demonstrate the ability to pass & shoot the ball/puck

Basketball

- Apply the concept of moving to open space during gameplay
- Differentiate between man and zone defense
- Demonstrate the ability to dribble, pass, & shoot

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Soccer
- Endball
- Floor Hockey
- Basketball
- Kickball

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Teacher Observation

1. demonstrates proficiency of learning intention or skill development
2. models the behavior and character of a responsible and moral young adult

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Utilization of peer helpers to provide additional support

Modification of activities so all students can participate

- Moving at a slower/faster pace
- Give options for activities
- Various levels of challenge
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- Adjust and/or modify equipment used for activity
- Appropriate accommodations based on the student's IEP/504 Plan

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

11 Components of Physical Fitness PowerPoint

KEY VOCABULARY:

- Cardiovascular endurance
- Muscular endurance
- Muscular Strength
- Flexibility
- Body Composition
- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Wallenpaupack Area School District Curriculum	
COURSE: Adaptive PE (Advanced)	GRADE/S: 9-12+
UNIT 3: Games	TIMEFRAME: ~ 15 days

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Games</p> <ul style="list-style-type: none"> • Describe proper game rules and scoring for a variety of yard games • Demonstrate positive communication skills and cooperative learning strategies
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will understand and follow game rules. • Students will practice positive communication skills and work cooperatively with each other and peer helpers.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Examples of activities students may engage in during this unit are:</p> <ul style="list-style-type: none"> • Spike ball • Ladder golf • Disc golf • Yard games: corn hole, jumbo connect 4, jumbo Jenga
<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> <ul style="list-style-type: none"> • YouTube • Game components – spike ball, ladder golf, disc golf, corn hole, jumbo connect 4
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Score • Turn • Team

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

<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> <p>Students will improve their strength, balance and flexibility through repeated practice.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Explain the benefits/importance of weightlifting regarding lifelong fitness • Demonstrate how to safely use the equipment • Incorporate the 3-step breathing technique • Demonstrate basic warm-up and cool-down exercises • Practice mindful meditation while cooling down • Flow in a yoga sequence with modifications • Attempt various yoga poses (asanas)
<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>

- YouTube
- Down Dog App
- Yoga mats
- Weight room

KEY VOCABULARY:

- Mindful meditation
- Muscular Strength
- Flexibility
- Balance
- Pose
- Stretch
- Yoga
- Breath