



Think. Learn. **Grow.**

Unified PE Physical Education Curriculum Guide



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Physical Education Curriculum, Instruction, and Assessment

2100 Fleur Drive | Des Moines, Iowa 50321 | P: 515-242-7241

pe.dmschools.org

Superintendent

Thomas Ahart, Ed.D

Secondary Director of Teaching & Learning

Sarah Dougherty

Physical Education Curriculum Coordinator

Carlye Satterwhite

Community Partners

Courage League- Melissa Clarke-Wharff

Special Olympics Iowa- Bryan Coffey

Middle School Unified PE Pilot Programs

Theodore Evans, Harding Middle School

Meredith Wilson, Hoyt Middle School

Tara Stemstrud, Meredith Middle School

Mary-Stuart O'Connor, Merrill Middle School



High School Unified PE Pilot Programs

Derek Summy, Lincoln High School



Foreword

Curriculum in this document is based on the National PE Standards published in the spring of 2013. It has been developed by physical educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in physical education that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in physical education.

Physical Education Program Mission Statement

The Des Moines Public School District's Physical Education Program enhances each student's total wellness through intellectual, social, emotional, physical, and spiritual development.

THE GOAL

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a **physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

THE STANDARDS

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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Middle School Physical Education Curriculum Guide

How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed learning topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals.** You are encouraged to create your own sub-units of study within each topic as a starting point. Within this document you will find a foundational structure for planning instruction in the physical education classroom which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts.

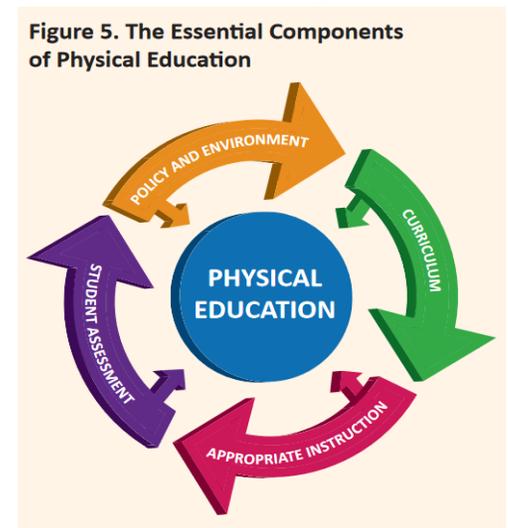
Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model.

- **Des Moines Public Schools K-12 Student Learning Objectives in Physical Education**
 - Measurable, long-term academic growth targets
 - Developmentally appropriate activities which assess learning growth for all students
 - Pre and Post assessment growth of learning
 - Year-long learning goals using grade level targets to work towards the learning goal

- **Unified PE Learning Objectives**
 - Increase overall physical fitness and wellness
 - Improve activity-specific skills
 - Collaborate and build authentic relationships with classmates
 - Describe how to make better health and lifestyle choices
 - Increase understanding of sports rules and strategies

- **Effective Components of a well-designed Physical Education Classroom**
 - Meets the needs of all students
 - Keeps students active for most of physical education class time (minimum 50 instruction/50 movement)
 - Teaches self-management
 - Emphasizes knowledge and skills for a lifetime of physical activity
 - Enjoyable experience for students of all abilities

- **The Essential Components of Physical Education (Figure 5)**
 - Policy and Environment
 - Curriculum
 - Appropriate Instruction
 - Student Assessment



Standards-Referenced Grading Basics

The teacher designs instructional activities and assessments that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

Personal and Social Behavior 6th-8th Grade

4 (A) In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.

3 (B) **Student:**

- 3A- Arrives on time and prepared for class. (DMPS CER Academic Conduct)
- 3B- Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1)
- 3C- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (Rules and Etiquette S4.M6)
- 3D- Responds appropriately to ethical and unethical behavior by participants of varying skill and maturation by using rules and guidelines for resolving conflict. (Working with Others S4.M4)
- 3E- Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (Accepting Feedback S4.M3)
- 3F- Uses physical activity and fitness equipment appropriately

Year Long-Learning Targets/Activities

- 3A- I am learning how to consistently be on time and prepared for class.
 - Setting the scoreboard buzzer to help remind students
 - Routines in place to get students out of the locker room
- 3B- I am learning demonstrate responsible social behaviors by cooperating with my classmates and showing respect for our equipment.
 - Positive Classroom Management reinforcement strategies
 - Class of the Week
 - Student Helper of the Month/Week
- 3C/D- I am learning how to monitor myself throughout physical activities and games by using rules and guidelines for resolving conflict.
 - Have student leaders create routines for resolving conflict
 - Self-officiating exercises
 - Examples/Non-examples
- 3E- I am learning how to demonstrate self-responsibility by implementing specific corrective feedback to improve performance.
 - Discussions about critiques/feedback/positive/negative/etc.
- 3F- I am learning how use our equipment appropriately and safely.
 - Examples/non-examples

2 (+) **Student:**

- 2A- Sometimes arrives on time and prepared for class. (DMPS CER Academic Conduct)
- 2B- Sometimes exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1)
- 2C- Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6)
- 2D- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflict. (Working with Others S4.M4)
- 2E- Listens respectfully to corrective feedback from others. (Accepting Feedback S4.E3)
- 2F- Knows how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7)

1 (X) Student’s performance reflects insufficient progress towards foundational skills and knowledge.

The **Learning Topic** is located at the top of the scale.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

Determining a topic score: when the time comes to identify the Topic Score for a topic, the teacher looks at all the pieces of the Body of Evidence for that topic. The table to the right describes what Topic Score a student receives based on what the Body of Evidence shows. The scores listed on this table are the only valid scores that may be entered the topic score assignment in a grade book.

Multiple Opportunities: It is not about going back to do a retake or make-up a missed PE class, it’s about going forward, continually scaffolding student learning through multiple opportunities, and noting their improved learning. “Multiple opportunities” are about embedding other instructional times for students to showcase their skills that are aligned to the specific learning goal target.

Exceptional Learners

Exceptional learners are students whose current performance level is significantly discrepant from grade level standards. Exceptional learners include but are not limited to Gifted and Advanced; Twice Exceptional Learners; students with disabilities, who may have an IEP (Individualized Education Plan) or 504; and English learners. An exceptional learner may or may not have a 504 or an IEP.

Adaptations: Two Types

1. **Accommodations** are adaptations that “level the playing field” for a student. Accommodations **do NOT change the learning standard(s)** for the student but allow the student to participate in and demonstrate mastery of the standards. Decisions to accommodate are made by the teacher. If a student has a 504 or IEP, it is mandatory to provide the documented accommodations. Within the Unified PE course, accommodations will be the most common adaptation made by the teacher and peers.
2. **Modifications** are changes in content and assessment based on the recommendations from the student’s educational team. **The standard(s) itself is modified** through a formal team process. Students who are being served on an alternative assessment plan will most likely need to be served through a modified curriculum.

Students with Disabilities--- Special Education IEP and 504

Schools will use the same report cards for students who have an IEP as they do with general education students.

Students with disability may not be discriminated against because of their disability. All students may earn A through F.

Students on the Iowa Alternate Assessment may participate in classes for reasons other than achieving standards and may be graded with a Pass or No Pass.

Teachers will give students access to grade-level standards and outcomes.

Information has been gathered from grading.dmschools.org

Standards Referenced Grading Basics

Anatomy of a Scale

Symbols by the learning levels indicate whether it can be changed, is fixed, or can be enhanced. Triangle symbol designates targets on this level can be changed.



This lock symbol designates targets on this level can **NOT** be changed. These are derived directly from our national standards.



This addition symbol designates more targets can be added to this level.



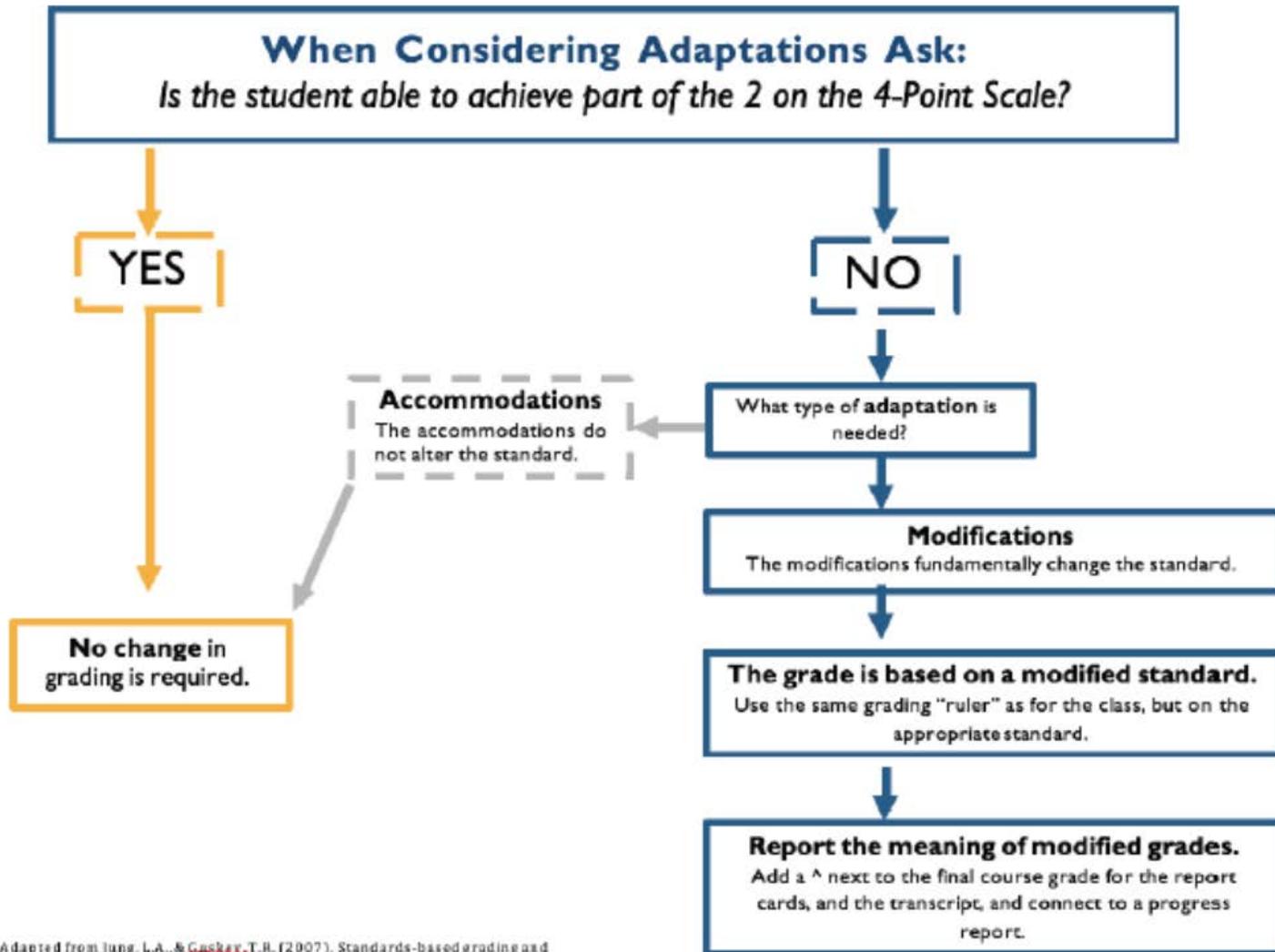
No targets are written at this level.



Icon	Level	Rule
	4	Teachers can and should change the target(s) of the scale at this level.
	3	This level is locked —no changes can be made here by teachers.
	2	Teachers can and should add to the target(s) of this scale at this level, but not change the targets that already exist here.

Engagement 6-8 th		
4		<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Below are examples of level four opportunities.
3		<p>Student:</p> <ul style="list-style-type: none"> 3A- Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health SS.M1.7) 3B- Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.M3.8) 3C- Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment SS.M1.8) 3D- Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (SS.M5.6) <p>Learning Targets/Activities</p> <ul style="list-style-type: none"> 3A- I am learning how to identify different types of physical activities and their impact on my own health. 3B- I am learning how to develop a plan of action and make appropriate decisions based on a challenge. 3C- I am learning how to identify in activities that prompt enjoyment for my own self-expression. 3D- I am learning how to engage in a variety of lifetime activities.
2		<p>Student:</p> <ul style="list-style-type: none"> 2A- Describes how being physically active leads to a healthy body (SS.M1.6) 2B- Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (Health SS.M2.6) 2C- Identifies how self-expression and physical activity are related (Self-expression & enjoyment SS.M5.6) <p>Learning Target/Activities</p> <ul style="list-style-type: none"> 2A- I am learning how to explain why it is important to be physically active. 2B- I am learning how to identify the components of physical activity and how it can provide opportunities to socially interact with others and relieve stress. 2C- I am learning how to describe the relationship between self-expression and physical activity.
1		<ul style="list-style-type: none"> Student's performance reflects insufficient progress towards foundational skills and knowledge.

Standards-Referenced Grading Basics



Source: Adapted from Jung, L.A., & Gaskin, T.R. (2007). Standards-based grading and reporting: A model for special education. *Teaching Exceptional Children*, 40(2), 48-53. Copyright 2007 by the Council for Exceptional Children. Reprinted with permission.

Learning Topics for Unified PE

- Skills and Knowledge
- Strategies and Tactics
- Engagement
- Fitness
- Personal & Social Behavior

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for physical education are guided by the 2014 National Society of Health and Physical Education (SHAPE) standards and assessed on the provided reporting scales or checklists. The outline below serves to define the various elements of the curriculum structure.

Learning Topic – The Overarching Concept

- Definition of the topic.
 - **National Standards for K-12 Physical Education:** *provide a framework for producing physically literate individuals, setting students on the road to enjoying a lifetime of healthful physical activity. (S1, S2, S3, S4, or S5)*
 - **Grade level outcomes:** *provide a scope and sequence of skills and knowledge predicated on teaching a variety of activities to achieve learning for all students. (6th through 8th grade)*
 - *Teachers should not view outcomes as discrete tasks taught in isolation but rather as a coordinated process that allows students to apply knowledge and skills across standards.*
 - **Grade level element:** *Each outcome has been assigned a number but do not necessarily reflect any priority. (S2.M1.6 meaning- Standard 2, Middle School Outcome 1, Grade 6)*

DMPS Grading Scale

- Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal
3	Meeting Standard	I have met the learning goal
2	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there
1	Insufficient Progress	The evidence I have submitted shows I have a long way to go to reach the learning goal
0/M	No evidence of student understanding in submitted work OR Missing – student has not submitted evidence	I have not submitted evidence of learning for the learning goal

*For more information on district assessment and grading practices, please refer to the Grading Practices website <http://grading.dmschools.org/teacher-resources.html>

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

For more information: grading.dmschools.org

- **Learning Topic – Personal and Social Behavior (6-8)**

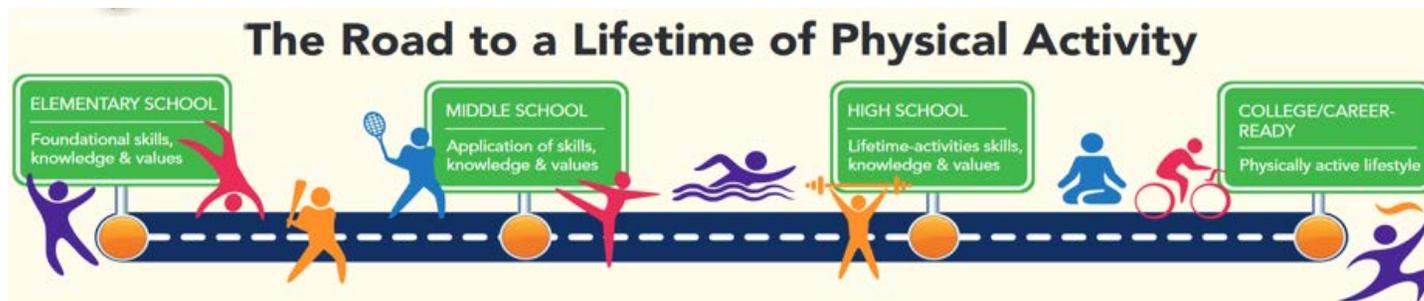
- National Standards alignment:

- **Standard 4: Exhibits responsible personal and social behavior that respects self and others.**

- The behaviors and attitudes formed in elementary school exert an extremely strong influence on the behaviors and attitudes of adolescents and adults in physical activity settings, both in and outside of physical education settings.
 - Opportunities are available to address responsible personal and social behaviors in any practice tasks requiring learning to work with a partner or small group. These openings are embedded in learning experiences based on the essential elements of the task. To be successful in the practice task for an invasion game, students must demonstrate cooperation skills or accept differences among classmates (S4.M4).
 - Students could not evaluate their fitness and physical activity plan without addressing the specific outcome under Standard 4, which is specific to using effective self-monitoring skills (S4.M2).

- **DMPS Citizenship and Employability Skills Rubric (CER) vs. Personal and Social Behavior Rationale**

- It is important when implementing standard reference grading to separate the students’ academic achievement and their behavior, which is why DMPS records citizenship and employability skills separate from the students’ academic grade.
 - In Physical Education Class, according to our National SHAPE (Society of Health and Physical Education) standards, standard four states: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - Therefore, using aligning the verbiage from our DMPS employability rubric and the National SHAPE grade level outcomes, we have developed a scale which best represents each grade level outcomes for this standard to be reported on as a topic score. Both are separated into two grade level groups, K-1 and 2-5.



What is Unified Physical Education?

Unified Physical Education is a fully inclusive program. Students will be paired together (Peer to Athlete; 2:1 ratio) for the entirety of the course. An important underpinning of Unified Physical Education is all students enter the class on an equitable social footing. Students without disabilities are not meant to serve as helpers or mentors, but to be equitable classmates. With a student-centered focus; general education students (peers) will learn and design units to implement appropriate activities for students of all abilities. Both students participate alongside each other in various physical activities.

How does Unified Physical Education work?

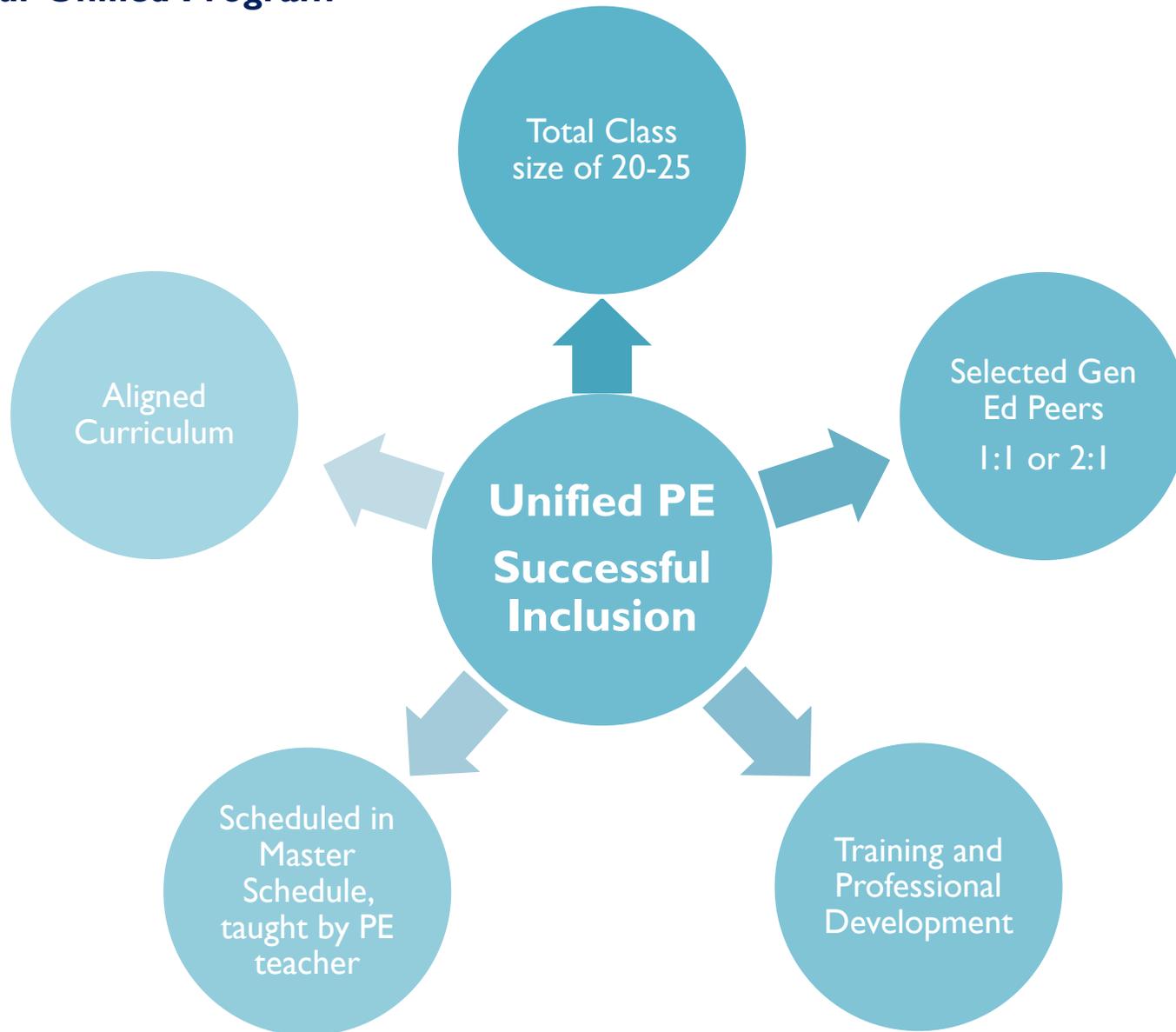
Working with our community partnerships throughout the implementation of Unified PE is essential for our success. Concepts from these community partners and resources can be incorporated into an existing course Unified PE course, or used to develop a new course.

Courage League

[Special Olympics of Iowa](#)



Setting up your Unified Program





Middle School Physical Education Curriculum Guide

Setting up your Unified Program

I. Course Structure

Scheduling the Unified PE class (PHY117)

When you are first deciding to offer the Unified Physical Education class, scheduling the course into the master schedule is a top priority. Ensuring the course has designated instructional minutes is critical to providing differentiated instruction for students of all abilities. Next, ensure the course is provided in the course catalog for students to register and sign-up for the course.

Set a meeting with your administration team, counselor, special education team, and your physical education department. This provides a platform for common communication to describe the why and the logistics of the Unified PE course.

Identify teacher of Record

Some buildings may choose the current physical education in the building as the teacher of record for the Unified PE course, however, you may opt to have another teacher (properly endorsed in Physical Education) in the building teach the course to ensure the student ratio is protected (1:1 or 2:1).

Application to Students

Provide students with the opportunity to apply for the course. This gives the teacher the opportunity to communicate the course objectives, requirements, and expectations. A reminder for teachers and leaders, we are not 'gatekeepers' (i.e. meet threshold for attendance, behavior referrals, etc.) of this course as we want to provide access for all students

to thrive, learn, and feel they belong through Unified PE. The application gives teachers an opportunity to communicate expectations, manage appropriate class roster sizes, and ensure students who receive special education services will be cared for by knowledgeable, supportive, empathic individuals.

Setting up students of all abilities

The magic ratio is a least one student peer to one student (who receives special education services). Due to the larger amounts of students we serve in physical education, some classes may have the ability to increase their ratio 2:1.

You can assign unified pairs at the beginning of the class, but you will find after getting to know students in the classroom will start to gravitate and develop natural relationships. Therefore, you may want to wait to assign your unified pairs until after a few weeks into the class.

Integrated Curriculum

Semester or Year Plan

This course is designed and aligned to national physical education standards with a student-centered focus. Students enter this course on equal terms through ongoing fitness, sports, leadership and wellness activities. Students leaders are encouraged to create lessons and focused stations to meet their student-athletes need. The semester or year-long course will need to be mapped out and planned throughout the entire semester or school year and mirror other similar courses in nature. It is important for us to keep in mind **access**. Access to guaranteed and viable curriculum for ALL students is one component of our vision for instruction at Des Moines Public Schools.

Example: students will be given access to grade-level standards/outcomes throughout the entirety of the course. When students need to be given certain accommodations to meet the standard, this will be differentiated and provided

by the teacher on a case by case basis. When students are unable to meet any of the level 2 criteria, the teacher will need to determine with a core-group of individuals (i.e. special education teachers, SPED consultants, etc.) if the student will need to be given a modified curriculum (modified grade-level standards aligned to the overall intent of the standard).

Course Routine/Structure

It is important to ensure a constant structure and flow to the Unified PE course. Routines are especially important for students with Autism Spectrum Disorder (ASD). One of the key items of evidence to support the diagnosis is an insistence on sameness and an inflexible adherence to routines. Routines can be powerful in helping ASD students deal with depression, anxiety, and uncertainty that generally confronts them in daily life.

It is well understood that students with ASD turn to routine, sameness, and even seemingly obsessive repetitive behaviors, to comfort themselves and to bring calm and self-regulation to an otherwise anxious mind. It is our responsibility to give our students structure and routine to help our students be successful in our otherwise organized-chaotic environment. We know at times schedules fluctuate, therefore communication is another key to helping with change management. Changes that are unexpected are the most traumatic to students with ASD. If there is an upcoming schedule change you are aware of, communicating the change before it happens helps the autistic individual prepare to handle it more easily.

Developing a routine for entry and transitioning back to the classroom is critical. This could include a warm-up, fitness focus, lesson focus, and closure game/cool-down, emphasizing the student focus around motor skills, fitness, and social skills throughout this structure.

Example: Walk and talk topic each day for warm-ups or throughout the fitness focus. When students enter the classroom, students walk around the designated area and talk about the social topic for the day: *describe a time you had difficulty learning something in one of your classes. How did you overcome or deal with the problem?*

Then as a whole class, gather all of students back to a meeting point and debrief the topic that was discussed together as a large group. It can be out loud or even used as a quick-write on paper or on canvas (which could be used as evidence towards a standard).

Tips and Tricks for Effective Walk & Talks (adapted from ThePhysicalEducator.com)

1. **Have a “Mic” protocol:** Develop a protocol with your students to use during the walk and talks. The mic (could be a specific object) establishes whose turn it is to be the speaker. Having a specific type of routine in place, ensures that students can speak and be heard and not have a person dominating the conversation.
2. **Provide Students with Response Prompts:** ensure students are building from or respectfully challenging each other ideas, provide them with structured sentence stems or prompts students can use to formulate their responses (i.e. I agree, or I disagree with you because... I understand your point, have you ever thought about...).
3. **Practice:** Introduce “Walk & Talks” in a structured way into your lessons and practice the routine as you would any other routine or procedure. Provide student with a visual guide of the “Walk & Talk” procedure that students can refer to to ensure they are following the procedure. As students demonstrate and engage in the “Walk & Talks” on a regular basis, students will eventually internalize the discussion protocols and no longer need the prompts or sentence stems to guide equitable, deep decisions.



Example Class-Cycle Schedule Focus

Day of Class	Learning Focus and Targets	Example Units SRG Topics Covered
1	<p>Skills and knowledge focus & introduction to concepts</p> <ul style="list-style-type: none"> • Introduction to skill • Revisit skill • Station focused • Differentiated for individual skill • 3 units throughout semester • 3 weeks duration 	<p>Example Soccer Unit:</p> <ul style="list-style-type: none"> • Dribbling introduction/review • Kicking introduction/review • Passing introduction/review
2	<p>Skills and knowledge development around progressions to concepts</p> <ul style="list-style-type: none"> • Working with small pairs (2:1 student to peer athlete ratio) • Progression of skills • IHT Watches (flexible) 	<p>Example Soccer Unit:</p> <ul style="list-style-type: none"> • Introduction to concepts and strategies • Offense verses defense • Chasing and fleeing
3 Day A 80 min day	<p>Fitness Focus (1st day)</p> <ul style="list-style-type: none"> • Circuit training focus • Work with team pairs (5 pairs = 1 group; 4 groups) • 3 assessments throughout the semester (Pre, Mid, Post) • Identify and improve overall individual and team SMART fitness goal 	<p>FitnessGram Assessments/Modifications IHT Watches</p> <ul style="list-style-type: none"> • Blue Zone • Yellow Zone (goal setting and monitoring; MVPA) • Red Zone

	<ul style="list-style-type: none"> • Student roles: circuit participant, recorder, motivator 	
<p>4 Day B 80 min day</p>	<p>Fitness Focus (2nd day)</p> <ul style="list-style-type: none"> • Circuit training focus • Work with team pairs (5 pairs = 1 group; 4 groups) • 3 assessments throughout the semester (Pre, Mid, Post) • Identify and improve overall individual and team SMART fitness goal • Student roles: circuit participant, recorder, motivator 	<p>FitnessGram Assessments/Modifications IHT Watches</p> <ul style="list-style-type: none"> • Blue Zone • Yellow Zone (goal setting and monitoring; MVPA) • Red Zone
<p>5</p>	<p>Assessment Focus-High Five Challenge Day</p> <ul style="list-style-type: none"> • Social, Emotional, Fitness focus • Fun with fitness • Monitor overall assessment • Progress notes (upload through Canvas; pre/mid/post) • IHT Watches (flexible) 	<p>FitnessGram Assessments/Modifications</p> <ul style="list-style-type: none"> • Soccer skills assessment • Dribbling, kicking, strategies and tactics <p>IHT Watches</p> <ul style="list-style-type: none"> • Blue Zone • Yellow Zone (goal setting and monitoring; MVPA) • Red Zone



Setting up your Units

Your first unit should focus on cooperative activities and relationship building. Develop a routine in a class or your entry, warm-up, lesson focus, and closure.

Emphasize students are focusing on learning fine and large motor skills, fitness, and social skills. Identify within your units, where you will be assessing both peers and student-athletes (formative and summative assessments).

Classroom closure activities should focus on re-engagement of all students building relationships. Close class with a structure such as giving others compliments and deep breathing techniques for both social and self-regulation, especially for transitional purposes.



Example Partner Lesson-Flow Overview

Parts of Lesson	Standard Topic & Alignment	Potential Learning Targets
1. Meet with PE partners <ul style="list-style-type: none"> Give instructions and provide opportunity for PE partners to set-up their stations/lesson focus Or provide guidance to PE partners through Canvas (online dashboard) 	Personal and Social Behavior <i>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates</i> S4.M1.7	Personal and Social Behavior <i>I am learning to cooperate with others by demonstrating inclusive behaviors and support others.</i>
2. Sit in Groups or Assigned Spots <ul style="list-style-type: none"> Routine could include sitting down in teams or squad spots first and receiving instruction 	Personal and Social Behavior <i>Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</i> S4.M4.6	Personal and Social Behavior <i>I am learning to cooperate with others by demonstrating inclusive behaviors and support others.</i>
3. Warm-up- Walk and Talk Topic <ul style="list-style-type: none"> Walk and Talk topic (SEL connection) Body Scan Fitness and Motor focus Stretch (static or dynamic) 	Fitness <i>Designs and implements a warm-up/cool-down regimen for self-selected physical activity.</i> S3.M12.7	Fitness <i>I am learning how to design a warm-up and cool-down for a selected activity.</i> <i>I am learning how to implement a warm-up and cool-down for a selected activity.</i>
4. Skill Development <ul style="list-style-type: none"> Instructional focus Mini-lesson (chunks of the learning target) Break-down of skill progressions 	Skills and Knowledge <i>Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.</i> S1.M25.7	Skills and Knowledge <i>I am learning to perform the correct technique for a variety of skills in a self-selected performance.</i>
5. Activity <ul style="list-style-type: none"> Critical elements of strategy and tactics 	Strategies and Tactics <i>Reduces open space by using locomotor movements (walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in the space, reducing distance between player and goal).</i> S2.M1.7	Strategies and Tactics <i>I am learning how to reduce open space by using locomotor movements in a combination with movement concepts.</i>

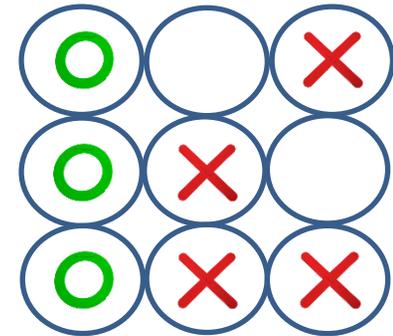
<p>6. Exploratory Time</p> <ul style="list-style-type: none"> Students will explore using the unit specific equipment; students voice and choice 	<p>Fitness <i>Uses the overload principle (FITT formula) in preparing a personal workout.</i></p>	<p><i>I am learning how to use the FITT formula to use in a personal workout.</i></p>
<p>7. Fitness Focus</p> <ul style="list-style-type: none"> High-five fitness activities Fitness assessments and progressions 	<p>Fitness <i>Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.</i> S3.M15.6</p>	<p><i>I am learning how to design a program of remediation for any areas of weakness based on my fitness results.</i></p> <p><i>I am learning how to implement my fitness program.</i></p>
<p>8. Closure Activities</p> <ul style="list-style-type: none"> Communicate learning target to close the activity, ask closure questions Identify compliments and feedback for team/peers 	<p>Engagement <i>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks.</i> S5.M3.6</p>	<p><i>I am learning how to recognize other individual challenges and cope in a positive way by providing help, feedback, or modifying the task.</i></p>



Setting up your Units

A unit focus is around a specific grade level outcome (i.e. *underhand throwing: execute consistently (at least 70% of the time) a mature underhand throw pattern for target games such as bowling, bocce, or horseshoes. SI.M18.7*). Student leaders plan a specific differentiated station to meet their students' need. Student leaders describe and explain their station to the class. Once the class is ready to start the station rotation, each unified pair will participate, demonstrate, and rotate to each station.

See below for a visual example of a differentiated lesson. Students could use bean bags, animals, different sized balls to either underhand toss into hula hoops as a target, use distances (short or long for differentiation). Next level, students could compete against each other to see how many items can land into the hula hoops. Extension: play a game of tic tac toe.



Setting up your Units

Expectations for PHYI 17:

- Collaboration with Physical Education teacher, Special Education teacher, Occupational Therapist, Associates, case managers
- PE teacher provides training with general education peer partners
- Routines and procedures established for the class
- Establish standards-aligned modified lessons and activities to align with grade-level physical education curriculum
- Break skills and activities down into smaller progression components and critical elements for all students to master
- Collect student evidence around five topics: (Skills and Knowledge, Strategies and Tactics, Engagement, Fitness, Personal & Social Behavior/Relationships)
- Communicate with students, parents, and team members regarding students' progress
- Continual student advocacy and recruitment for PHYI 17

Suggested Scope and Sequence:

Skills and Knowledge	Strategies and Tactics	Fitness	Engagement	Personal & Social Behavior/Relationships
Overhand & Underhand Throw, Roll and Catch	Invasion Games- Offense Tactics	FITT Principle	Challenge-Team Building	Accepts Personal Responsibility
Dribbling with ball control (hand/feet)	Invasion Games- Defensive Tactics	Personal Workout plan	Self-Expression-Positive Impact	Cooperation with Classmates
Striking with an implement	Invasion Games- Transitions	Health-related and Skill-related Components	Self-Expression-Enjoyment	Rules and Etiquette
Individual Performance, Dance, and Rhythms	Movement and Rhythm- Mechanical Movement Patterns	Warm-up and Cool-down regimen	Participation Reflection	Receive and Provide Feedback
Net and Wall Games- Serve & Strike Overhand	Net and Wall Games- Tactics and Shots	Stress management		



Standard Scales with Phases:

Middle School	6 th - 7 th Grade	8 th Grade	Unified Physical Education (Peer partners are scored at grade level)	
Skills and Knowledge: Standard I - Students will demonstrate competency in a variety of motor skills and movement patterns.				
Underhand Throw/Roll	Execute consistently (at least 70% of the time) a mature underhand throw/roll pattern for target games such as bowling, bocce, or horseshoes. (SI.M18.7) Mature Pattern Underhand Throw: <ul style="list-style-type: none"> • Face target in preparation for throwing action • Arm back in preparation for action • Step with opposite foot as throwing arm moves forward • Release ball between knee and waist level • Follow through to target 	Demonstrate consistency (70% of the time) a mature underhand throw with accuracy and control for one target game such as bowling or bocce. (SI.M18.8) Mature Pattern Underhand Roll: <ul style="list-style-type: none"> • Face target in preparation for rolling action • Arm back in preparation for action • Step with opposite foot as throwing arm moves forward • Release ball between knee • Follow through to target 	6th-7th Grade	
			Phase 1	Throws/rolls underhand demonstrating 2 of the 5 critical elements of a mature pattern. <i>(e.g. facing the target equals looking at the target, not necessarily body position)</i>
			Phase 2	Throws/rolls underhand demonstrating 3 of the 5 critical elements of a mature pattern.
			Phase 3	Throws/rolls underhand demonstrating 4 of the 4 critical elements of a mature pattern.
			Phase 4	Executes consistently (at least 70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (SI.M18.7) Defining accuracy- 10 consecutive attempts, 7 out of 10 min. to hit the target (demonstrates behavior 70% of the time)
			8th Grade	
			Phase 1	Throws/rolls underhand demonstrating 2 of the 5 critical elements of a mature pattern.
			Phase 2	Throws/rolls underhand demonstrating 3 of the 5 critical elements of a mature pattern.
			Phase 3	Throws or rolls underhand demonstrating 4 of the 5 critical elements of a mature pattern with accuracy towards the target. (50%-70% of the time) <i>(e.g. moving the bowling ramp with or without support towards the target)</i>
			Phase 4	Demonstrates consistently (70% of the time) a mature underhand roll/throw with accuracy and control for one target game such as bowling or bocce.

<p>Catch</p> <p>Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (SI.M3.6)</p> <p>Mature pattern for Catching:</p> <ul style="list-style-type: none"> • Extend arms outward to reach for the ball • Watch the ball all the way into the hands • Catch with hands only • Pull the ball into the body as catch is made • Curl the body slightly around the ball; <i>(specific only to certain catches)</i> 		6th-7th Grade	
		Phase 1	Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
		Phase 2	Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
		Phase 3	Catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment.
	Catches using an implement in a dynamic environment or modified game play. (SI.M3.8)	Phase 4	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
		8th Grade	
		Phase 1	Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
		Phase 2	Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
	Phase 3	Catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment.	
	Phase 4	Catches using an implement in a dynamic environment or modified game play.	
	6th – 7th Grade		
	Phase 1	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern. <i>(e.g. facing the target equals looking at the target, not necessarily body position)</i>	
	Phase 2	Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern.	
	Phase 3	Throws overhand demonstrating 4 of the 5 critical elements of a mature pattern towards a target.	

	<p>Mature Pattern Overhand Throw:</p> <ul style="list-style-type: none"> • Side to target in preparation for throwing action • Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads • Step with opposite foot as throwing arm moves forward • Hip and spine rotate as throwing action is executed • Follow through towards target and across body 	<p>Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (SI.M2.8)</p>	Phase 4	Throws with a mature pattern for distance or power appropriate to the practice task. (e.g. distance = outfield to home plate; power = 2 nd base to 1 st base). (SI.M2.6)
			8th Grade	
			Phase 1	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern. (e.g. facing the target equals looking at the target, not necessarily body position)
			Phase 2	Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern.
			Phase 3	Throws overhand demonstrating 4 of the 5 critical elements of a mature pattern towards a target.
			Phase 4	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (SI.M2.8)
			Distance= Outfield to 2 nd Base Outfield to Home Plate	Power= 2 nd base to 1 st base 3 rd base to 1 st base
Dribble with ball control (hand/feet)	<p>Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (SI.M8.6)</p> <p>Foot dribbles or dribbles with an implement with control, combined with passing in a variety of practice tasks. (SI.M9.7)</p>		6th-7th Grade	
			Phase 1	Dribble using preferred and non-preferred hands in general space with support
			Phase 2	Dribble using dominant and non-dominant hands in general space <ul style="list-style-type: none"> • While walking in general space
			Phase 3	Dribble using preferred and non-preferred hands <ul style="list-style-type: none"> • Maintain control of the ball and change directions • While moving at a slow to moderate speed

			Phase 4	Dribble with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks (SI.M8.7)
		Dribble with dominant and non-dominant hand using a change of speed and direction in small-sided game play. (SI.M8.8)	8th Grade	
			Phase 1	Dribble using preferred and non-preferred hands in general space with support
			Phase 2	Dribble using dominant and non-dominant hands in general space <ul style="list-style-type: none"> • While walking in general space
			Phase 3	Dribble using dominant and non-dominant hands <ul style="list-style-type: none"> • Maintain control of the ball and change directions • While moving at a slow to moderate speed
			Phase 4	Dribble with dominant and non-dominant hand using a change of speed and direction in small-sided game play (SI.M8.8)
Striking	Strike with an implement, a stationary object for accuracy and distance in activities such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (SI.M19.7)		6th and 7th Grade	
			Phase 1	Move object (ball) towards the target with support
			Phase 2	Striking with long implement moving the object towards the target
			Phase 3	Striking with long implement while increasing distance away from target
			Phase 4	Strikes, with an implement, a stationary object for accuracy <u>and</u> distance in activities such as (but not limited to): hockey, field hockey, croquet, shuffleboard, or golf. (SI.M19.7)

		Strike, with an implement, a stationary object for accuracy and power in activities such as (but not limited to): as croquet, shuffleboard, or golf. (SI.MI.9.8)	8th Grade	
			Phase 1	Move object (ball) towards the target with support
			Phase 2	Striking with long implement moving the object towards the target
			Phase 3	Striking with long implement while increasing distance away from target.
			Phase 4	Strikes, with an implement, a stationary object for accuracy <u>and</u> power in activities such as (but not limited to): as croquet, shuffleboard, or golf. (SI.MI.9.8)
Individual Performance, Dance and Rhythms	Create and perform correct rhythm and pattern for a different dance form from among folk, social, creative line, and world dance. (SI.MI.7)		6th and 7th Grade	
			Phase 1	Identify specific rhythm pattern for different dance forms.
			Phase 2	Perform rhythm patterns with support for different dance forms.
			Phase 3	Perform rhythm patterns without support for different dance forms.
			Phase 4	Create and perform correct rhythm and pattern for a different dance form from among folk, social, creative line and world dance.
	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (SI.MI.8)		8th Grade	
			Phase 1	Identify specific rhythm pattern for different dance forms.
			Phase 2	Identify and perform rhythm patterns with support for different dance forms.
			Phase 3	Perform rhythm patterns without support for different dance forms, specifically demonstrating demand of rhythm and timing.
			Phase 4	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.

<p>Net and Wall Games- Serve and Strike Overhand</p>	<p>Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickleball. (SI.M12.7)</p>	<p>Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall game such as badminton, volleyball, or pickleball. (SI.M12.8)</p>	6th -8th Grade	
			Phase 1	Demonstrates 2 of the 5 critical elements for underhand serve. (e.g. facing the target equals looking at the target, not necessarily body position)
			Phase 2	Demonstrates 3 of the 5 critical elements for underhand serve.
			Phase 3	Demonstrates 4 of the 5 critical elements for underhand serve. (50%-70% of the time)
			Phase 4	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickle ball. (SI.M12.7)
	<p>Strikes with a mature overhand pattern in a non-dynamic or dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.6/7)</p>	<p>Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.8)</p>	8th Grade	
			Phase 1	Demonstrates 2 of the 5 critical elements for overhand serve. (e.g. facing the target equals looking at the target, not necessarily body position)
			Phase 2	Demonstrates 3 of the 5 critical elements for overhand serve.
			Phase 3	Demonstrates 4 of the 5 critical elements for overhand serve. (50%-70% of the time)
			Phase 4	Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (SI.M13.8)

Strategies and Tactics: Standard 2 - Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
Invasion Games, Offensive Tactics	Execute at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)	Execute at least 3 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go (S2.M2.8)	6th and 7th Grade	
			Phase 1	Identify simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)
			Phase 2	Applies simple offensive strategies and tactics in chasing fleeing activities. (S2.E5.4b)
			Phase 3	Applies basic offensive and defensive strategies in invasion small-sided practice tasks. (S2.E5.5a)
			Phase 4	Execute at least 1 of the following offensive tactics to create open space: move to open space without the ball; uses a variety of passes, pivots and fake; give and go. (S2.M2.6)
	Create open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M5.8)	8th Grade		
		Phase 1	Identify simple offensive strategies and tactics in chasing and fleeing activities.	
		Phase 2	Applies simple offensive strategies and tactics in chasing and fleeing activities.	
		Phase 3	Applies basics offensive and defensive strategies and tactics to create open space: move to open space without the ball; uses a variety of passes, pivots and fakes; give and go.	
		Phase 4	Execute at least 3 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go.	
Invasion Games, Defensive Tactics	Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for interception or deflection.	Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for interception or deflection.	6th – 7th Grade	
			Phase 1	Identify simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)
Invasion Games,	Transition from offense to defense or defense to		Phase 2	Applies simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)

Transitions	offense by recovering quickly. (S2.M6.6) Recovers Quickly: Demonstrates all critical components: <ul style="list-style-type: none"> • Moves quickly after change of possession • Spreads out while returning • Keeps eye contact with ball and opposing players • Recovers quickly and forces ball to sideline 	Capitalizes on an Advantage: Demonstrates all critical components: <ul style="list-style-type: none"> • Stays spread on offense and defense • Identifies and uses open player • Scores on multiple advantage situations 	Phase 3	Applies basic offensive and defensive strategies and tactics in chasing and fleeing activities. (S2.E5.3b)
			Phase 4	Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for interception or deflection.
			6th and 7th Grade	
			Phase 1	Identify simple offensive and defensive strategies and tactics.
			Phase 2	Apply simple offensive and defensive strategies and tactics.
			Phase 3	Identify the advantages of recovering from offense to defense and defense to offense.
			Phase 4	Transition from offense to defense to offense by recovering quickly.
Movement and Rhythm Mechanical, Movement Patterns	Varies application of force during dance or gymnastic activities (S2.M12.6)	Describes and applies mechanical advantages for a variety of movement patterns. (S2.M12.8)	6th – 8th Grade	
			Phase 1	Identify types of forces during dance or gymnastic activities (i.e. Run up, Takeoff, Flight, Landing).
			Phase 2	Describe the types of mechanical advantages for a variety of movement patterns (i.e. Run up, Takeoff, Flight, Landing).
			Phase 3	Identify concepts/principles appropriate to the skill/sequence. Critical elements correctly identified.
			Phase 4	Varies application of force during dance or gymnastic activities (S2.M12.6) Describes and applies mechanical advantages for a variety of movement patterns. (S2.M12.8)

Net and Wall Games, Tactics and Shots		Varies placement, force, timing of return to prevent anticipation by opponent. (S2.M8.8)	8th Grade	
			Phase 1	Identify simple offensive and defensive strategies and tactics.
			Phase 2	Apply simple offensive and defensive strategies and tactics.
			Phase 3	Identify the advantages or disadvantages of varying placement, force, timing or return to prevent anticipation by opponent.
			Phase 4	Varies placement, force, timing of return to prevent anticipation by opponent.
Fitness: Standard 3 - Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.				
FITT Principle	Designs and implements the FITT formula (overload principle) in preparing a personal workout. (S3.M11.8)		6th – 8th Grade	
			Phase 1	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, & type) for different types of physical activity (aerobic, muscular fitness, and flexibility.)
			Phase 2	Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based on how the formula and principles affect fitness.
			Phase 3	Designs a fitness plan to address the FITT formula.
			Phase 4	Designs and implements the FITT formula (overload principle) in preparing a personal workout. (S3.M11.8)
Health-related and Skill-related components	Compares and contrasts health-related and skill-related components. (S3.M7.8) Success Criteria:	<ul style="list-style-type: none"> Identify the components of health-related and skill related fitness All health-related fitness components accurately compared and analyzed Relates components to specific physical and mental wellness 	6th – 8th Grade	
			Phase 1	Identify the components of health-related fitness.
			Phase 2	Identify the components of skill-related fitness.
			Phase 3	Differentiates between skill-related and health-related fitness.
			Phase 4	Compare and contrast health-related and skill-related components. (S3.M7.8)

Warm-up and Cool-down regimen	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity (S3.M12.8)	6th – 8th Grade	
		Phase 1	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.
		Phase 2	Identifies the need for warm-up & cool-down relative to various activities.
		Phase 3	Identify specific activities related to a warm-up & cool-down.
		Phase 4	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.
Stress management	Demonstrates and identifies strategies for dealing with stress, such as deep breathing, guided visualization, aerobic exercise, yoga, and tai chi. (S3.M18.7/8)	Phase 1	Identify the benefits for implementing strategies for dealing with stress.
		Phase 2	Recognize strategies for dealing with stress such as deep breathing, guided visualization, aerobic exercise, yoga, and tai chi.
		Phase 3	Differentiate strategies for dealing with stress.
		Phase 4	Demonstrates and identifies strategies for dealing with stress, such as deep breathing, guided visualization, aerobic exercise, yoga, and tai chi. (S3.M18.7/8)
Personal and Social Behavior: Standard 4 - Students will exhibit responsible personal and social behavior that respects self and others.			
Personal Responsibility	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. (S4.M1.7)	6th – 8th Grade	
		Phase 1	Identifies personal responsibility in behavior in independent and group situations.
		Phase 2	Accepts and engages in responsibility for improving one's own levels of physical activity and fitness.
		Phase 3	Engages in physical activity with responsible behavior (e.g. peer to peer, student to teacher, student to referee)
		Phase 4	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.

Rules and Etiquette	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M7)	Phase 1	Recognizes the established protocols for class activities.
		Phase 2	Recognize the role of rules and etiquette for physical activity with peers.
		Phase 3	Exhibits etiquette and adherence to rules in a variety of physical activities.
		Phase 4	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M7)
Receiving and Providing Feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3)	Phase 1	Accepts specific corrective feedback from the teacher.
		Phase 2	Listen respectfully to corrective feedback from others (e.g. peers, adults).
		Phase 3	Gives corrective feedback respectfully to peers.
		Phase 4	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
Engagement: Standard 3- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Engagement: Standard 5- Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.			
Health	Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (S5.M1.7)	6th – 8th Grade	
		Phase 1	Discusses the relationship between physical activity and good health.
		Phase 2	Examines the health benefits of participating in physical activity.
		Phase 3	Compares the health benefits of participating in selected physical activities.

		Phase 4	Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance).
Self-expression & enjoyment	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M4.8)	Phase 1	Describes the positive social interaction that come when engaged with others in physical activity.
		Phase 2	Describes & compares the positive social interactions when engaged in partner, small-group and large group physical activities.
		Phase 3	Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport)
		Phase 4	Identifies and participates in an enjoyable activity that prompts individual self-expression.
Engages in Physical Activities	Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6)	Phase 1	Engages in the activities of physical education class without teacher prompting.
		Phase 2	Actively engages in the activities of physical education class, both teacher-directed and independent.
		Phase 3	Actively engages in all the activities of physical education.
		Phase 4	Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities.



Middle School Physical Education Curriculum Guide

II. Course Communication

Introduction letter

We wanted to take this opportunity to communicate a new course offering for the upcoming school year. We will be offering a new physical education course that focuses on equity and inclusion. This is not your typical physical education course. Unified Physical Education (PHY117) is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. This course focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships.

Unified Physical Education is a fully inclusive program. Students will be paired together (Peer to Athlete; 2:1 ratio) for the entirety of the course. An important underpinning of Unified Physical Education is all students enter the class on an equitable social footing. Students without disabilities are not meant to serve as helpers or mentors, but to be equitable classmates. With a student-centered focus; general education students (peers) will learn and design units to implement appropriate activities for students of all abilities. Both students participate alongside each other in various physical activities.

Throughout this course, students will learn lessons that go far beyond the rules of baseball or the intricacies of basketball skills. Students will learn how to adapt, empathize, and interact with each other, no matter their differences. This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sports. Students will work together to increase competence and confidence in a variety of activities and skills, collaborate and build authentic relationships, and increase overall understanding of sports rules and strategies. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Student Learning Outcomes/Course Objectives:

By the end of the course, students will:

- Increase overall physical fitness
- Improve activity-specific skills
- Collaborate and build authentic relationships with classmates
- Describe how to make better health & lifestyle choices
- Increase understanding of sports rules and strategies

We are recruiting students to join this course for the upcoming fall semester. Counselors are aware of the newly added course offering and are willing to help adjust student's schedule. If you have any additional questions regarding this course, please reach out to (insert necessary names here or you can leave my information here too) Carlye Satterwhite: 515-242-7241 or Carlye.satterwhite@dmschools.org.





Student Application and Recruitment

Unified Physical Education (PHY117) is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. This course focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships. Unified Physical Education is a fully inclusive course. Students will be paired together (Peer to Athlete; 2:1 ratio) for the entirety of the course. An important underpinning of Unified Physical Education is all students enter the class on an equitable social footing. Students without disabilities are not meant to serve as helpers or mentors, but to be equitable classmates. With a student-centered focus; general education students (peers) will learn and design units to implement appropriate activities for students of all abilities. Both students participate alongside each other in various physical activities.

Throughout this course, students will learn lessons that go far beyond the rules of baseball or the intricacies of basketball skills. Students will learn how to adapt, empathize, and interact with each other, no matter their differences. This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sports. Students will work together to increase competence and confidence in a variety of activities and skills, collaborate and build authentic relationships, and increase overall understanding of sports rules and strategies. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Student Learning Outcomes/Course Objectives:

By the end of the course, students will:

- Increase overall physical fitness
- Improve activity-specific skills
- Collaborate and build authentic relationships with classmates
- Describe how to make better health & lifestyle choices
- Increase understanding of sports rules and strategies

Please answer the following questions.

1. Why do you want to participate in Unified PE?
2. Identify and describe three different characteristics that make you a great student leader.
3. What do you expect to learn from this course?
4. What attributes set you apart from others that would support your application for this course?

Student signature: _____

Parent/Guardian signature: _____

PE Department signature: _____

III. Roles and Responsibilities

Teacher	Associate/Para	Peer Partner	Student-Athlete
<ul style="list-style-type: none"> • Certified PE Teacher 	<ul style="list-style-type: none"> • Student behavior supports 	<ul style="list-style-type: none"> • Participate in class 	<ul style="list-style-type: none"> • Participate in class
<ul style="list-style-type: none"> • Plan standards aligned units and lessons 	<ul style="list-style-type: none"> • Individual student supports 	<ul style="list-style-type: none"> • Model positive behaviors • Positive interactions 	<ul style="list-style-type: none"> • Communication with all supports including peer partner
<ul style="list-style-type: none"> • Classroom Management 	<ul style="list-style-type: none"> • Picture schedule/routine supports 	<ul style="list-style-type: none"> • Parallel participation 	<ul style="list-style-type: none"> • Parallel participation and support for peer partner
<ul style="list-style-type: none"> • Professional Development 	<ul style="list-style-type: none"> • Provide ideas for modifications 	<ul style="list-style-type: none"> • Leadership in providing successful opportunities, • Break down activities 	
<ul style="list-style-type: none"> • Visual schedule on whiteboard (learning targets) 		<ul style="list-style-type: none"> • Inclusive action, taking turns, determine overall pace of the activity 	
<ul style="list-style-type: none"> • Communicate on transitions; support with transitions 			
<ul style="list-style-type: none"> • Student safety 			
<ul style="list-style-type: none"> • Inclusive within all activities 			
<ul style="list-style-type: none"> • Opportunities for success 			
<ul style="list-style-type: none"> • Provide and plan specific activity ideas 			

Ideas for Paraeducator/Associate supports



Managing a station



Supporting one student



Close proximity mirroring



Keeping an eye on a student to make sure opportunities happen, coach peers, break down skills

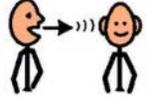
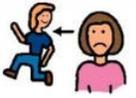
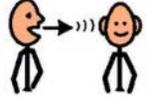
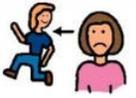
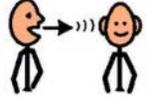
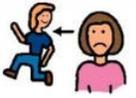


Individualized support



Managing visuals and behaviors

Ideas for Peer Support

 <p style="text-align: center;"><u>Individualized support</u> Hand under hand One person toss, other supports</p>	 <p style="text-align: center;"><u>Supporting one student</u> moving alongside</p>	 <p style="text-align: center;"><u>Engage in an alternative/parallel activity</u> Break down the skill to one component and small successes. Let student participate off to the side if needed</p>	<p style="text-align: center;"><u>Cues</u></p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Words</td> <td style="width: 33%;">Demonstrate</td> <td style="width: 33%;">Help</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;"><u>Visuals</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Verbal and Non Verbal Cues Tone Clear demonstrations</p>	Words	Demonstrate	Help			
Words	Demonstrate	Help							
									
 <p style="text-align: center;"><u>Close proximity mirroring</u></p>	 <p style="text-align: center;"><u>Include in an activity</u> Slow the pace down Break into small steps Provide successful opportunities</p>	<p style="text-align: center;"><u>Adaptive Equipment or Activity Ideas</u></p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Help with equipment and activity ideas</p>	<p style="text-align: center;"><u>Feedback</u></p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">  <p>Words</p> </td> <td style="width: 50%;">  <p>Gesture</p> </td> </tr> <tr> <td>  <p>Smile</p> </td> <td>  <p>High 5</p> </td> </tr> </table> <div style="text-align: center;">  </div>	 <p>Words</p>	 <p>Gesture</p>	 <p>Smile</p>	 <p>High 5</p>		
 <p>Words</p>	 <p>Gesture</p>								
 <p>Smile</p>	 <p>High 5</p>								

Developed by Toni Bader & clip art 2019

Peer Partner Supports

The Goal & Expectations of Participating in Unified Physical Education

The goal in providing quality Inclusive Physical Education is to ensure all students, with and without disabilities, experience the mutual benefits of inclusive participation. Students should and will learn in an environment that meets their abilities and needs, and maximizes the essential opportunities for social, motivational and educational interaction with age appropriate peers, all of which Unified Physical Education provides.

Peer PE Partners are responsible for assisting, encouraging, motivating their student(s), and participate alongside of their student athlete throughout the duration of the Unified Physical Education lesson. Peer Partners are responsible for keeping a close eye on their student(s) athlete providing specific feedback around form and technique during skills-focused lessons. This helps ensure safety and increase amount of time on task through active learning. Peer PE Partners will learn how to use levels of prompting such as verbal and non-verbal, physical, and environmental prompts to assist in the learning process. Peer PE Partners will also assist with lesson planning and data collection by creating, stating and recording the percentage of successful skill attempts completed.

The ability to teach others is demonstrating standard knowledge at the highest level by reinforcing the standards from previous years have been met. This is especially apparent when teaching skills and having to break down a skill and teach it to a student with a physical or cognitive disability.

Unified Physical Education is aligned to our National and State Physical Education National Standards:

- **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Middle School Physical Education Curriculum Guide

A peer modeling program goes beyond just playing together. Knowing your student and their goals and objectives is essential for everyone's success. The following are components are addressed with Peer PE Partners, however there is a significant emphasis on safety.

- **Communication** – *demonstrate to peer partners best practices on communication and successful modes for their student*
 - **Non-Verbal:**
 - Gestures
 - Body Language
 - Eye contact
 - Picture/Visual supports
 - **Verbal:**
 - Words
 - Sign Language
 - Augmentative Devices
 - Pointing or Eye Gaze
 - Picture Exchange Communication System (PECS)
 - **Communication Opportunities:** *give peer partners a variety of opportunities to provide feedback*
 - Prompting- modeling for students to communication what is coming up next
 - During activity- immediate feedback and positive reinforcement
 - Debrief and reflect- reflection prompts following the activity
 - **Demonstration:** *allows students to model proper skills and behavior*
 - Explain the importance from the beginning of the class to end
 - Peer modeling
 - Para/Associate modeling
 - **Eye Contact:** *essential part of personal connection and relationship building*
 - Peer partners first responsibility at the beginning of class is greet their partner
 - Look into their peers' eye and say hello as well at the end of the class say goodbye
 - This is in relation to the comfort and best interest of the student with special needs, if face to face is more appropriate than eye contact, use what will be the most successful.
 - **Time to Process:** *give individuals a chance to respond, reflect and process cognitive knowledge and skills*
 - Get to know the individual and their process (*general rule, count to 5-10 seconds in their head*)

- **Wheelchair Use & Safety:** *(be aware of the mode of travel the student uses)*
 - Brakes are locked when not moving
 - When moving always keep two hands on the chair
 - Have spatial awareness. Do not knock into anyone or anything, unless trying to catch or strike an object
 - Always control the speed/pace
 - Recognize the preferred movement for this student
- **Types of Reinforcement:**
 - “Good Work”
 - High Fives
 - Shake hands
 - Smile
 - Activity play
- **Shaping Activity/Behavior:**
 - Depending on the person, more prompts to fewer
 - Strive for student autonomy
- **Learning for the peer partners:**
 - Provide peer partner opportunities to ask questions to all adults
 - Ask peers to model questions and reflections both written and verbal
 - Recognize peer partners might ask questions out of fear of the unknown and not a direct negative to the student athlete they are supporting.

Unified Physical Education Contract

Welcome to Unified Physical Education! We are so happy that you're going to be a Peer PE Partner in our class this year. Please review the following student Partner Contract and sign it with your parent or guardian. You or your parent/guardian may reach _____ (PE TEACHER) with any questions or concerns about might have regarding your progress in class. We are looking forward to working with you this year and hope this will be a memorable experience for you!

What you can expect in our classroom:

- Unified Physical Education course includes the same concepts, skills, and content as a general physical education program, however it applies differentiated instruction, teaching strategies, equipment and assessments specially designed to meet the needs of all abilities.
- You will have fun!
- You will make a positive difference in the lives of students.
- You will be a role model, a friend, and support for students.
- You will help teach the students basic gross motor skills (i.e. throwing, catching, kicking, etc.) and social skills.
- You can ask any question, at any time! We will always tell you/show you what you're expected to do...We want you to be comfortable and successful in class.
- Your level of engagement and participation is parallel to the students you will be supporting. You will be intentional, meaningful and safe in physical education class.

What we expect from YOU :

- You will participate and support the students learn during **all** physical activities
- You will use positive language and encourage appropriate behavior
- You will include all students
- You will engage in planning and participate in all activities
- You will respect and help all adults, including but not limited to our adult classroom paras and teachers, taking directions, and engage in positive communication
- You will come to class on time and ready to engage

Teacher Signature	Student Signature	Parent Signature	Date

Adapted from online-credit unknown

Peer Partner Reflection

What was your most enjoyable/memorable experience of this class? Why?

What training or supports helped prepare you for this class?

What training or supports do you think the partners next year should receive?

What advice do you have for the teacher next year regarding Unified PE?

What advice do you have for the PE Peer Partners next year?

As a Peer Partner, what were your strengths? Why?

As a Peer Partner, has this experience changed your perspective on working with students of all abilities? Why?

The purpose of this reflections is to set up for a successful Partner PE class, your input is extremely valuable, anything you can share is appreciated.

IV. Teacher & Peer Planning Resources

Progressional Lesson Plan

What is your learning target?	What CAN your student/partner DO/handle?	How can you break down the activity? (Progressions)	What supports/resources can you provide?
<p>Warm-up- Walk and Talk Topic What games/sports include throwing and catching?</p>	<p>Instruction:</p> <ul style="list-style-type: none"> • Mini-lesson on Throwing and Catching • Mature Pattern • May need to be broken down into visuals 	 <p>UNDERHAND THROWING</p> <p>KEYS TO SUCCESS</p> <ul style="list-style-type: none"> STAND FACING YOUR TARGET. BRING YOUR THROWING ARM BACK BEFORE YOU THROW. STEP WITH YOUR OPPOSITE FOOT AS YOU THROW. RELEASE THE BALL BETWEEN YOUR KNEE & WAIST LEVEL. FOLLOW THROUGH TO YOUR TARGET. <p>CATCHING</p> <p>KEYS TO SUCCESS</p> <ul style="list-style-type: none"> EXTEND YOUR ARMS OUTWARD TO REACH FOR THE BALL. WATCH THE BALL ALL THE WAY TO YOUR HANDS. CATCH WITH YOUR HANDS ONLY. PULL THE BALL TO YOUR BODY AS YOU MAKE THE CATCH. CURL YOUR BODY AROUND THE BALL TO SECURE YOUR CATCH. 	<p>Teams of 3: <i>paraprofessional, peer supports (2) and student-athlete</i></p> <p>Additional Equipment needed:</p> <ul style="list-style-type: none"> • Cage ball • Tactile ball • Football • Yarn ball • Beach ball • Whiffle ball
<p>Lesson Focus/Instruction:</p>	<p>Rules: Throw, Throw, ...Catch, Catch, Catch Select items to be tossed and caught based on student interest.</p> <ul style="list-style-type: none"> • Begin throwing and catching instruction using objects that do not roll away • Start with 10 to 20 objects to throw and catch • Use a fishing dip net or catching net to ensure catching success. • Wandering students: have them sit down on floor or a fitness ball. • Distracted students: face a corner of the gymnasium, which cuts down the visual field. Hand student a catching net and say “hold.” • Begin to toss beanbags one at a time into the catching net, saying “Catch” prior to each toss. Say “Catch, Catch” until all the objects have been thrown. 		

	<ul style="list-style-type: none"> • Dump the beanbags into a bucket or on the floor next to the student. • Provide specific instructions such as, “Dean’s turn to throw” and “Ms. Ann’s turn to catch.” • Give the student a beanbag and hold the catching net while giving him throwing instructions. Repeat until all the beanbags are back in the catching net. • Once the student has the pattern of throwing, throw, throw, catch, catch, catch, change the items used. • Try bouncing tennis balls into the catching net or tossing Frisbees or flying discs. Try the throwing-and-catching pattern without the catching net, asking students to catch with their hands. 		
<p>Fitness Development-</p> <ul style="list-style-type: none"> • Cardio and Locomotor focus • Jump Rope • Jump a line • Jump over cone 	<p>Equipment:</p> <ul style="list-style-type: none"> • Frisbees and flying rings • buckets for the equipment • lots of balls • beanbags • deck tennis rings • fishing dip nets and catching nets • rebound nets • tchoukball nets • Hula Hoops 		
<p>Cool-down-</p> <ul style="list-style-type: none"> • High Fives • Yoga Balloon Breaths • Pick up station • Prepare for transition 	<p>Environment:</p> <ul style="list-style-type: none"> • Divide stations out evenly • Keep doors secured/shut • Pacing needs to be differentiated • Peers can move faster if student-athletes are ready • Music low volume 		

Example of Lesson Plan with skill-break down with accommodations

Tips for inclusion for Students with Autism

First off it is important to remember Autism is a very broad spectrum. Each student with autism is and will be different. What works for one student might not work for another student. These tips are a great starting point for any teacher working towards a full inclusive classroom.

1. **Presume competence.**

-Do not assume that since a student has an autism diagnosis, they are not interested in sports or even fully capable of participating in such activities. Instead of immediately adapting or simplifying the activity before the student has an opportunity to try it, set realistic and attainable goals, teach the student to ask for help if he/she is struggling. This allows the students to have a powerful sense of ownership, belonging, and an overall feeling of personal responsibility.

2. **Give visual cues.**

Many students who are on the autism spectrum find change and uncertainty stressful. Therefore, learning often comes easier when visual cues and supports are provided. Creating a visual schedule with drawings or photos to introduce students to the daily routines can be highly effective (i.e. warm-up, fitness focus, lesson focus, and closure activity/cool-down).

3. **Keep instructions brief and clear.**

Introducing new learning concepts to your students in a clear and brief manner can certainly eliminate anxious behaviors. Using visual demonstrations of skills and movements you are targeting. Keep instructions and rules brief is best practice for all students.

4. Vary tasks.

An effective strategy for many students with autism, is task variation. This strategy helps the brain remember the concept is important to learn and remember. Change activities frequently but revert to an important skill or concept (aligned to the learning target) every few minutes.

5. Address sensory challenges.

Some students on the autism spectrum have a heightened response to sensory input (smells, sound, touch) and can become more overwhelmed by too much noise or visual stimuli. For students with sensory challenges, use calming supports such as stress squeeze balls, body belts that wrap around the waist, textured sensory items, liquid timers, etc.

6. Look for teachable (emotional) moments.

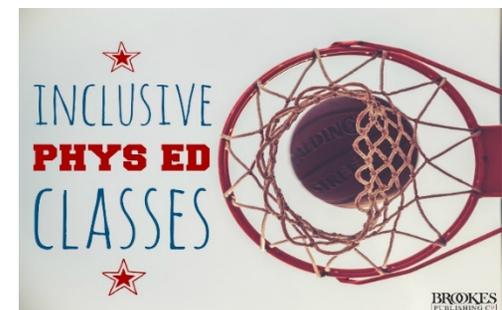
Every class is filled with opportunities to have teachable moments. Pay close attention to the emotional experiences' students are having in your classroom: share in the joy of your students who have experienced their first basket or goal, attend with other students who need the empathy to cope with an injury or accident. Modeling these emotional sharing skills will boost the social-emotional skills of all your students.

7. Use special-interest rewards.

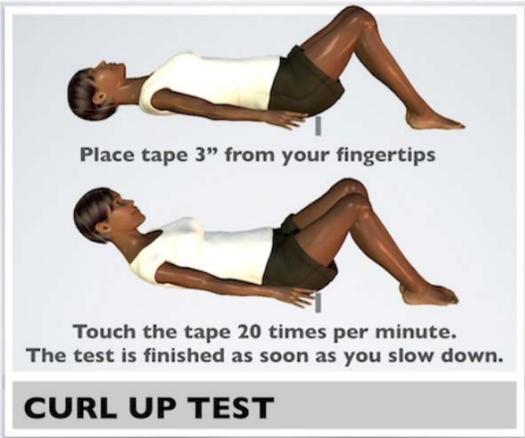
Does your student have any interests or fascinations? Get to know your students as most do have interests. Many students on the autism spectrum do- and instead of trying to end their interests during your class time, embrace their interests as motivation, small rewards for task engagement and appropriate behavior. You also might consider building games around the students' interest to help the overall engagement level.

Check out the [checklist](#) for helps students with autism participate in sports.

Adapted from: <https://blog.brookespublishing.com/7-tips-for-including-kids-with-autism-in-physical-education/>



Accommodations or Modifications to FitnessGram Assessments

Fitness Assessment	Possible Accommodations/Modifications
<p style="text-align: center;">Pacer</p> 	<ul style="list-style-type: none"> • Place cones or other markers (lines) at the required distance to provide a visual cue of where to start and stop • Allow the student to run along a line marked on the floor • Allow the student to run laps without regard to the cadence • Shorten the distance required • Allow a peer or instructor to run alongside the student to provide verbal cues such as “Start” and “Stop” and provide demonstrations • Allow the student to watch other perform the test prior to attempting • Use additional visual cues such as picture cards or a stop sign to show to the student at appropriate times
<p style="text-align: center;">Curl-Up Cadence</p> 	<ul style="list-style-type: none"> • Allow the student to complete as many curl-ups as possible without following the cadence. • See how many curl-ups the student can perform in a set amount of time (e.g. 1 minute) • Place an object, such as a Koosh ball or beanbag, on the far side of the test strip to give the student a tactile cue when his hands have slid the required distance. • Instead of using a test strip, allow the student to place her hands on her thighs and slide her hands up to her knees when performing the curl-up. • Place a sticker on the student’s knees as a visual cue to ask him to touch the sticker to promote proper form.

Push-Up



- Allow the student to perform modified push-ups (wall push-ups, knee push-ups).
- Allow the student to perform a static push-up. Have the student get into a correct push-up position with elbows extended and body straight. Time how long the student can hold this position.
- Use handprints or other markings to help the student understand where to place her hands.
- Place an object under the student's chest, such as a book, mat, or ball, and instruct him to bend his arms and lower his chest to touch the object to promote a proper 90-degree elbow angle.

Sit and Reach



- Place colored pieces of tape at various distances on the measurement board or the students' leg and use short verbal cues to ask the student to reach for different colors.
- Have a peer demonstrate alongside the student.
- Provide a footprint or other marker to help the student identify where the feet should be placed.

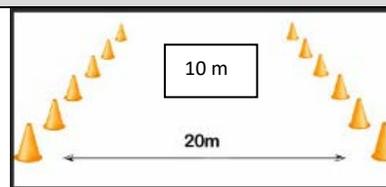
Adapted from: *Physical education for students with autism spectrum disorders: comprehensive approach* / Michelle Grenier.

Fitness Assessment Modification Ideas

- As an individual's fitness is being assessed understand the purpose, function, safety/medical concerns, and abilities to best develop fitness test items and plan.
- Be consistent with administration throughout the year, yet you can practice many ways.
- ***PICK ONE in each category that best meets the need of a student or work with your team to determine individual needs***

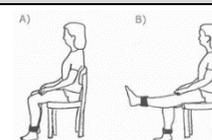
Cardio Respiratory Endurance- General PE: 15 or 20-meter PACER

- 10-meter pacer with the 20-meter cadence
- 20-meter Dash
- 200-meter run/walk/roll



Muscular Strength and Endurance- General PE: Push-ups & Curl ups

- Knee push ups
- Arm raise (extend arms above head and hold, count seconds)
- 60 sec step boxes
- Chair leg kicks



Flexibility – General PE: alternating leg sit and reach, shoulder stretch

- Two leg sit and reach box
- Yard stick at belly button, two hand reach out for Elbow extension
- Arm raise (extend arms above head and hold, count seconds)



For students who need modifications on one or more of the FITNESSGRAM® test items, the recommended assessment protocols can be found in the Brockport Physical Fitness Test Manual. The Brockport Physical Fitness Test is specifically designed to assess the fitness of youth with disabilities from ages 10 through 17. [Use this link for resources.](#)

Modified Fitness Testing- Progress Sheet

Name:	Units of Measure	Pre Test Score	Trials- date, score, and who is facilitating the practice with the student.				Adaptations (if any)	Age: Sex:	Grade:
<u>Cardio Respiratory Endurance-</u>									
General PE – 15- or 20-Meter pacer									
Scribe box									
<u>Muscular Function: Muscular Strength and Muscular Endurance</u>									
General PE- push-ups and curl-ups									
Scribe box									
<u>Flexibility-</u>									
General PE- alternating leg sit and reach; shoulder stretch									
Scribe box									
<small>(adapted from) J. Winnick and F. Short, 2014, Brockport physical fitness test manual: A health-related assessment for students with disabilities (Champaign, IL: Human Kinetics). In press</small>									

Example Assessments

Student name	Example 60 sec step box # Amount Recorded		Example 60 second basketball passes From 4 feet away		Example # out of 10 attempts Serve badminton into the hula hoop	
	Pre	Post	Pre	Post	Pre	Post

Unit Ideas with Resources

Units	Big Success/Standards	General Accommodations	Type of Activity
Cooperative Games	Building relationships at the beginning of semester	Slower pacing, use unrollable tossables, Provide additional verbal and visual cues	Social and Cooperative activities Team Building
*Bowling	High student engagement, Unified Bowling Team, Special Olympics State Bowling team	Change the lane length, bowling ramp, different size/weight balls	Target Game Team Sport
*Volleyball	Striking with hand, serving (overhand/underhand), partner rallying, Special Olympics Volleyball team	Lower net, lighter ball, sitting volleyball	Net/Wall Games
Fitness Testing	Student setting goals and improving scores	Individual paced with accommodations <i>(see page 49-50 for specific ideas)</i>	Fitness
Hockey	Striking with long implement, offense and defense, strategies	Played on scooters, or additional wheelchairs, longer implement	Team Sport
Badminton	Striking with small implement, partner play	Using balloons and different paddles	Partner/Individual Net/Wall Games
*Soccer	Dribbling with foot, game play, foot-eye coordination, Unified Soccer Team, Special Olympics Soccer team	Bigger ball, weighted balls, Power soccer balls, soccer wheelchair pads, use implement to dribble	Partner/Individual Team Sport
*Swimming	Entering and Exiting the pool, builds endurance, strength, and cardiovascular fitness, Special Olympics State Swimming team	Flotation devices, fins or paddles, distance modifications, noodles	Partner/Individual
*Basketball	Dribbling with hand, shoot and make a basket, Unified Basketball Team, Special Olympics State Basketball team	Make up hoops that are lower with hula hoops or other targets, distance modifications	Partner/Individual Team Sport
Dance	builds endurance, strength, and cardiovascular fitness, relationship/team builder	With or without support of partner, dancing with extremities, or eyes	Partner/Individual Team Building
Frisbee	Throwing and catching with different motor mechanics and manipulatives	Playing Frisbee golf, working on sequencing	Partner/Individual Team Sport
*Bocce or Boccia	Throwing or rolling with different motor mechanics	PVC pipe/ramp, different weighted balls, different size of balls	Partner/Individual Team Sport

*Track and Field	Number of activities, Unified Track and Field team, Special Olympics State Track and Field team, Adaptive Sports Iowa Track and Field	Noodle as javelin, change distance runs/wheeled events, relays	Partner/Individual Fitness
Ping Pong	Group play of back and forth, striking with small implement	Play width of the table, let something slide then introduce bouncing ball, different size paddle, different size balls	Net Games
Golf	Using a long implement, hitting to a target, hitting for accuracy/distance	Larger balls, differentiated targets, Smaller distances	Individual Sport
Fitness testing	Student setting goals and improving scores	Individual paced with accommodations (see page 49-50 for specific ideas)	Fitness
*Tennis	Rallying and serving, striking with a large implement, Special Olympics State Tennis team	Different size rackets Different density tennis balls	Net Games
*Baseball/Softball	Striking with a large implement, running or wheeling to bases, learning game rules, slower paced, Special Olympics State Softball team, Beep Baseball	Group kickball, use fishing net for catching, use unrollable tossables, tees or cones, beeper balls	Team Sport

*Special Olympics State/West Central Qualifier Games Competition (will need to fill out participation and physical [form](#) through Special Olympics if wanting to compete)



Image from: disabled sports USA, www.disabledsportsusa.org

Cooperative Games & Activities

Magic Carpet- Flip the tarp



Noodle jump rope



Nitro



Noodle Train Relay



Cardio Bingo



Noodle Carry Relay



Unit Plan for Badminton

Lesson 1- parts of equipment, grip, racket control, hitting the birdie

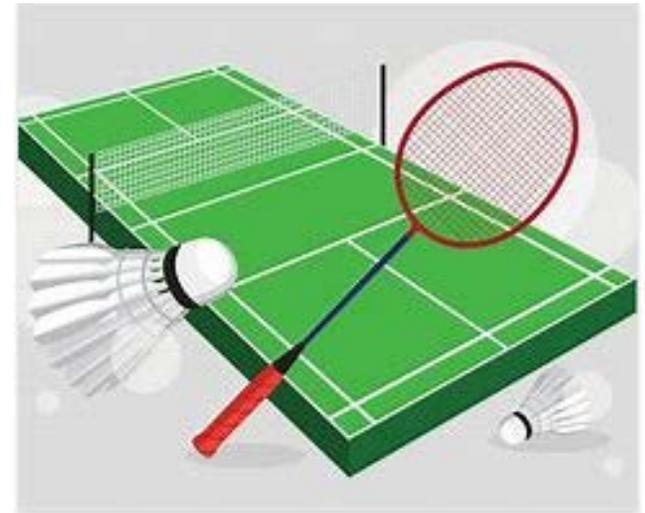
Lesson 2- target and cooperation, underhand hit

Lesson 3- power, accuracy, backhand hit, fitness game

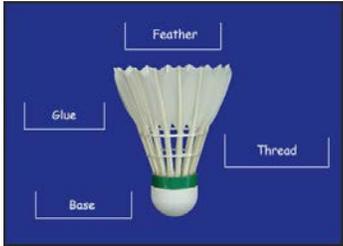
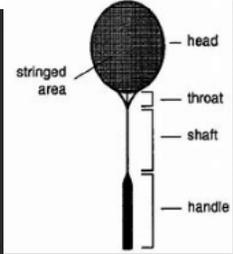
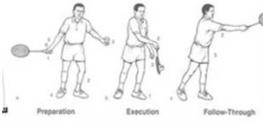
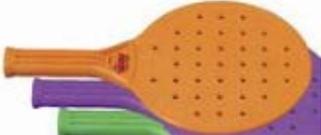
Lesson 4- overhand hit, introduce net and clean your room game

Lesson 5- introduce serving and scoring game play

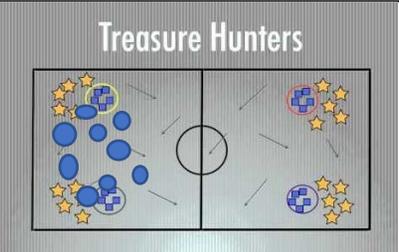
Lesson plans, visuals, and game description below, additional activities



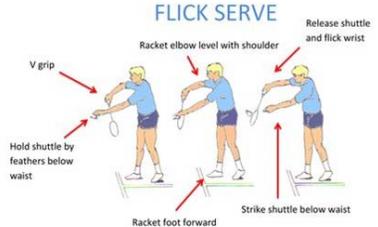
Lesson I

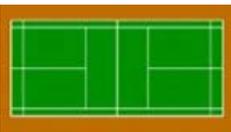
Introduction Lesson			
Equipment	Parts of Equipment	<ul style="list-style-type: none"> Name Parts of racket Shuttle Cock or Birdie 	 
Intro	Grip	<ul style="list-style-type: none"> Racket grip-shake hands V between thumb and forefinger. 	
Activity	Racket control	<ul style="list-style-type: none"> Walk on the lines of the gym with birdie on the racket face Musical dots- walk around with the birdie on the racket and go to a poly spot when the music stops 	 
Activity	Striking the birdie	<ul style="list-style-type: none"> Foot position- if right handed, left foot is forward and after contact with the shuttle, right foot steps forward Hand position- One hand pinch birdie other underhand swing Hit to the wall 	 
Accommodations	Swing	<ul style="list-style-type: none"> use a different racket choke up on the grip 	
Reflection Questions:	DOK:	<ul style="list-style-type: none"> Can you identify the cues for gripping the paddle? Explain how to control your racket while striking? 	

Lesson 2

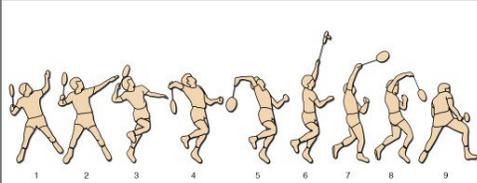
Lesson review :	Grip		
Activity	Target and Cooperation	<ul style="list-style-type: none"> • Groups of 3 • One person is striking the other 2 are holding a hula hoop trying to get the birdie to go in it. 	 
Activity	Treasure Hunters	<ul style="list-style-type: none"> • Students have a serving spot from their team and one racket • 4 different teams. • Poly spots or hula hoops in the middle, if the birdie lands in or on it, that team gets the spot. Next person goes 	
Accommodation		<ul style="list-style-type: none"> • Use different serving lengths 	
Reflection Questions	DOK:	<ul style="list-style-type: none"> • Which shot did we just practice? • How would/could you use this shot during gameplay? 	

Lesson 3

Lesson Focus:	Power		
Different serves	Flick serve Backhand serve	<ul style="list-style-type: none"> • Students can hit back and forth to a partner • Two lines of partners across the gym 	

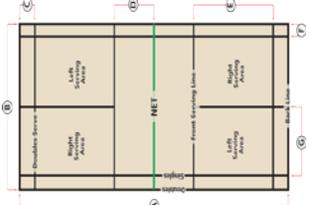
Power activity	Distance hoops Yardage in football	<ul style="list-style-type: none"> You can either put hula hoops or spots aligned at different parts of a court or distance in your gym. Into small group teams. They play another team. All students hit from the baseline, if they get it they get then the other group must do the exercise that it designated for that hoop. 	   <p style="text-align: center;">Practice Aids</p> 
Accommodation		<ul style="list-style-type: none"> Allow students to throw first 	
Reflection Questions	DOK:	<ul style="list-style-type: none"> How did force affect your tossing and catching? Can you predict how a birdie (or ball) would fly if you were to strike it with hard force? Soft force? 	

Lesson 4

Lesson Focus :	Game Play		
Activity	Accuracy	<ul style="list-style-type: none"> Birdie tic tac toe 	
Hitting technique	Overhead hit	<ul style="list-style-type: none"> Overhead strike to the hula hoop and/or partner 	

Striking/Serving over the net	Clean your room	<ul style="list-style-type: none"> • Two teams, you can hit it any way you want. One-minute rounds get all the birdies off your side. • At the end of the minute count the number of birdies on each side, the one that has the least is the winner. • Play multiple rounds • Play with and/or without a net 	
Accommodations		<ul style="list-style-type: none"> • Use balloons or a hanging birdie on string • Oversized Racket • Oversized Shuttle cock 	
Reflection Questions		<ul style="list-style-type: none"> • Can you describe a shot sequence that includes this shot that could be used to gain an offensive advantage? 	

Lesson 5

Lesson Focus	Small Sided Games		
Introduce court		<ul style="list-style-type: none"> • Explain the court • What other courts are like the badminton court? 	
Introduce serving and scoring		<ul style="list-style-type: none"> • Badminton games are played to a score of 21. A game must be won by two points. • Service must take place behind the service line and must be directed to the diagonal box. • Play small sided games or intentional doubles with multiple hits 	<ul style="list-style-type: none"> • If needed play with smaller courts or nets • Jump ropes over cones
Reflection Questions		<ul style="list-style-type: none"> • What types of shots or serves are beneficial when the defense is playing back towards the boundary line? Close to the net? 	

Badminton Court Dimensions

The overall dimensions are 20 feet by 44 feet. The lines along these measurements mark the sidelines for doubles play and long service lines for singles play.

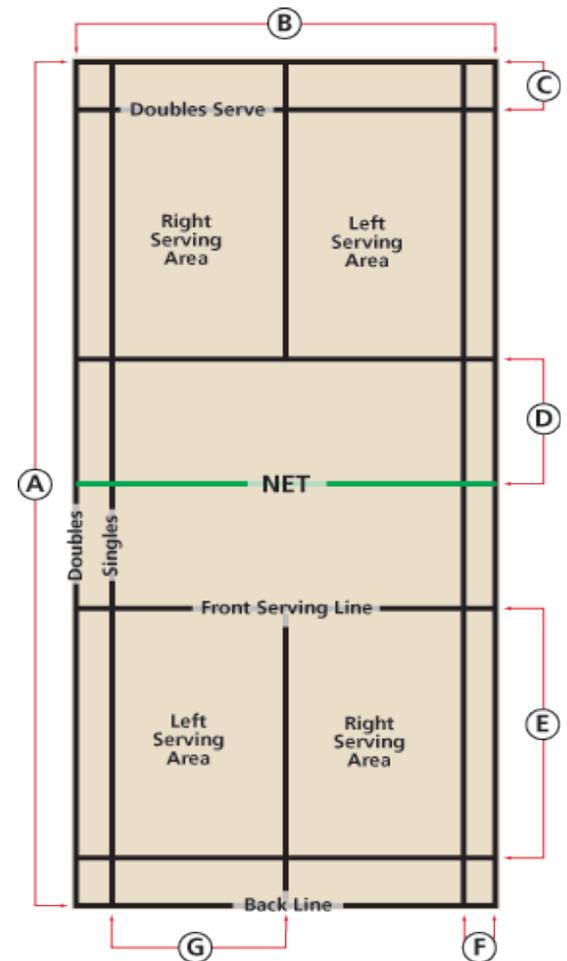
- **The Net Line**
The net line marks the middle of the court where the net is placed, creating 22 feet by 20 feet area on each side of the net. The net- 5 feet tall in the center
- **Short Service Line**
6 feet 6 inches (some are marked 7 feet) from the center line. The area inside the short service line is also called the Non-Volley Zone.
- **Center Line**
Divides the court from the Short Service Line to the Back-Boundary Line. This delineates the Left from Right Service Court.
- **Back Boundary Line**
The same for singles/ doubles play it is the outermost back line on the court.
- **Long Service Line for Doubles**
2 1/2 feet inside the Back-Boundary Line

Basic Game Rules:

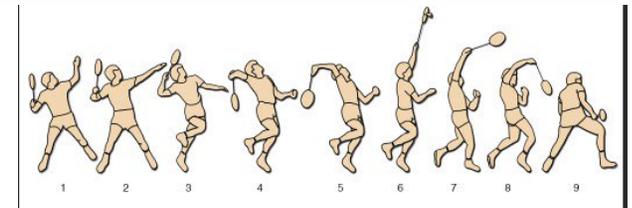
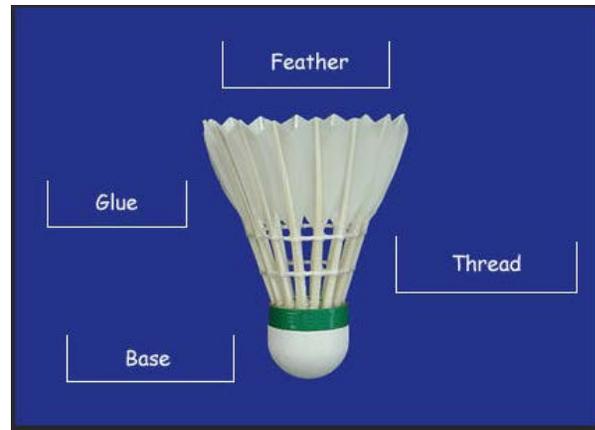
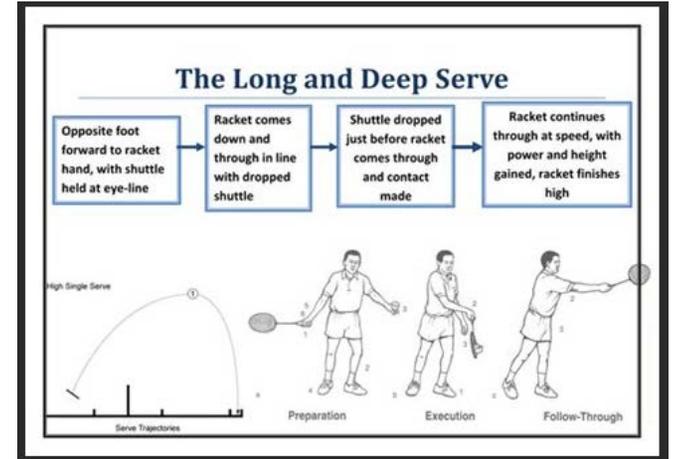
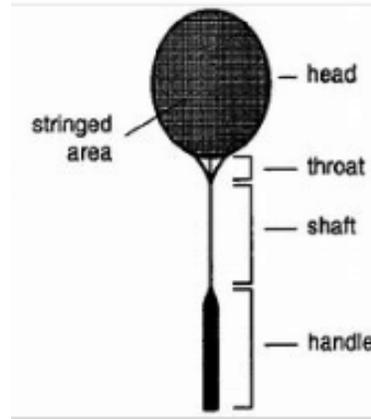
- Badminton games are played to a score of 21. A game must be won by two points.
- Service must take place behind the service line and must be directed to the diagonal box.
- Doubles play uses the long-wide lines except for the serve where the short back line is used.
- A shuttle that lands on a line is considered “in”.
- All serves must be contacted below the waist line.
- <http://www.bwfbadminton.org/page.aspx?id=14914>

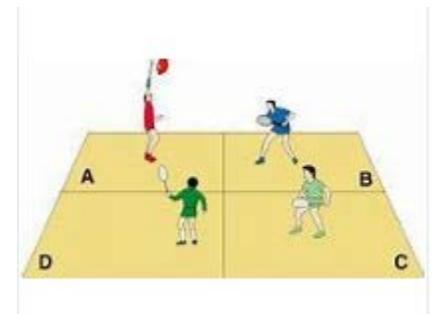
Scoring-DOUBLES:

- Serves are taken from the right side on a score of zero or an even number.
- Serves are taken from the left side on an odd score
- Only one person serves on the service team until the serve is lost.
- After a point has been scored, the service team rotates, the receiving team does not.



(Example visuals to have during lesson)

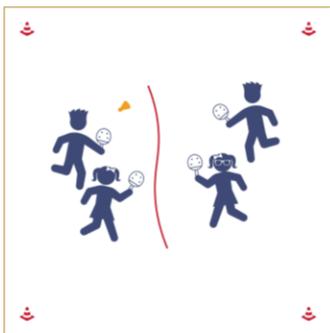




Badminton Four Square

For this game, you will need a racket for each player, four nets and one shuttle per set of four squares. Each game will have four teams of two. To start, set up the nets to make a large "X." All nets will be hooked to a center pole. Number the squares from one to four, and have one team in each **square**. The team in Square 1 will serve the shuttle to any other team. That team must return the shuttle to any other **square** they desire. That team must do the same. Every team has one shot to get the shuttle over the net and to another team. If a team misplays the shuttle or hits it out of bounds, the team members have one strike against them. After this error, the last team to hit successfully will serve again. Each team that obtains three strikes is out. The last team standing wins.

2 V 2 PICKLEMINTON



Equipment

- ✓ 1 rope, 4 paddles, and 1 birdie per group of 4.

Set-up

- ✓ Create courts using jump ropes as the "nets."
- ✓ Each player with a paddle. Each group with a birdie.

How to play

1. Play Rock, Paper, Scissors to see who serves first.
2. Play Pickleminton until you hear the stop signal.



RAPID FIRE VOLLEY

Set-Up

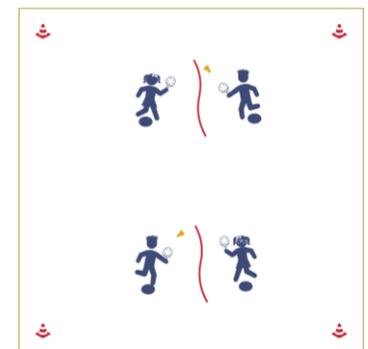
- ✓ Create courts using jump ropes as the "nets." One poly spot on each side of every court.
- ✓ Each player with a paddle. Each pair with a birdie.

How to play

1. Start on a spot.
2. Player 1 serves to player 2.
3. How many times can you and your partner work together to volley the birdie?

Equipment

- ✓ 1 rope, 2 spots, 2 paddles, and 1 birdie per pair.

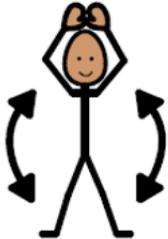


Unit Plan for Golf

<u>Golf Fundamentals</u>	<u>Adapted Ideas</u>	<u>Example/Resource</u>
<p>Hold – how a player grips the club</p> <ul style="list-style-type: none"> • Arm location • Hand placement • Body orientation • Eyes • Body Alignment 	<p>Have colored dots on the grip Visuals for hand placement Use adapted equipment (eagle claw grip?)</p>	 <p>(Picture of the grip on a club)</p>
<p>Set up – how a player positions their body and club in relation to ball and target</p> <ul style="list-style-type: none"> • Stance/feet placement • Orientation to the ball 	<ul style="list-style-type: none"> • Put feet down • Set up visuals • Balance-in a gym, allow student to lean against a wall or something 	 <p>Visual posters of stance</p>
<p>Balance – how a player stands, moves, and maintains stability before, during, and after swinging a club</p>	<ul style="list-style-type: none"> • Allow student to hit from seated position • Hit from leaning against something 	

<p>Distance Response – the range of motion and energy applied to advance the ball the desired distance or speed</p> <ul style="list-style-type: none"> Type of swing/Amount of power 	<ul style="list-style-type: none"> Ramp Pendulum Targets with labels 	 
<p>Target Orientated – selecting a target, focusing on target, swinging in reaction to target</p> <ul style="list-style-type: none"> Adjust Distance of Target 	<ul style="list-style-type: none"> Practice with tossing first Use larger targets Use larger ball, add Velcro to it so it sticks to target Students with visual impairments, use appropriate colors or bell balls Bells on the target 	   

Daily PE Schedule

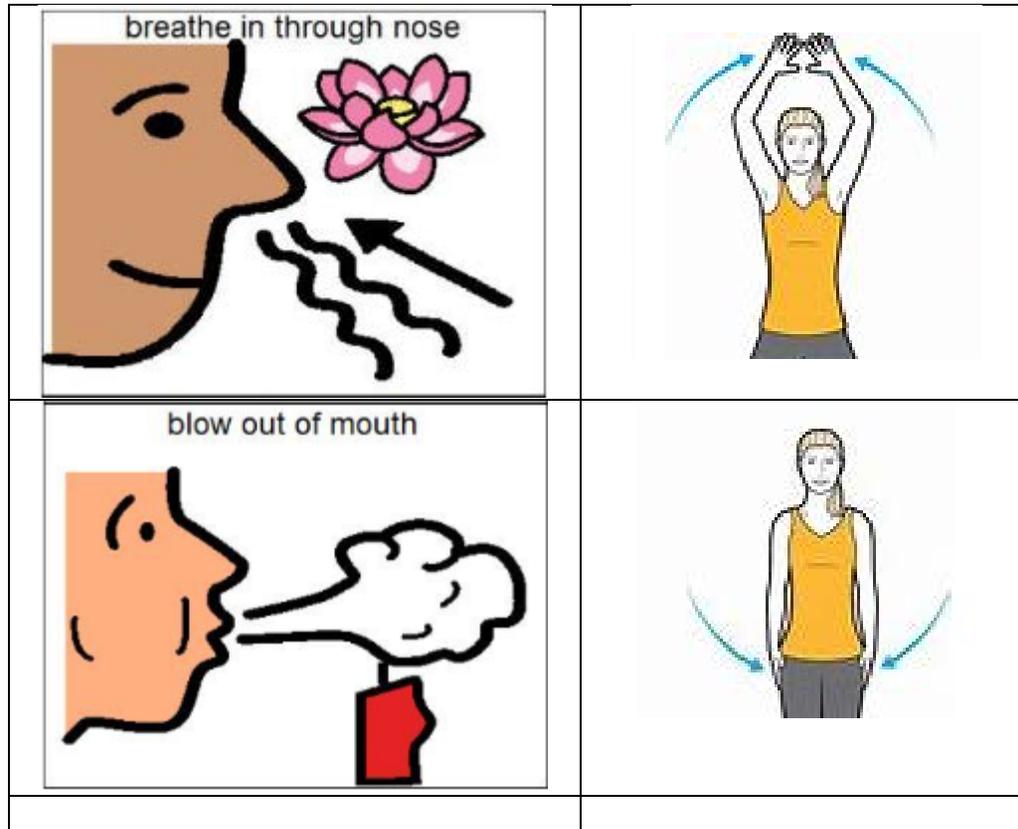
<p>SIT</p> 
<p>Squads Warm up</p> 
<p>Social Stretching and Fitness</p> 

<p>Activity</p>
 <p>A graphic titled "Choice Time" on a yellow background. It contains four small icons: a yellow star, a bus, a ball, and a hand pointing to the right.</p>
<p>Compliments</p>  <p>A graphic showing two black silhouettes of people high-fiving. Below them, the words "high five" are written in a bold, red, sans-serif font.</p>
<p>Closure</p> <p>3 BIG Breaths (self-regulation & prep for transition)</p> <p>Give and Receive Compliment, Pass</p>

Closure

3 BIG Breaths

(self-regulation & prep for transition)



V. Adaptations for Physical Education; Equipment Ideas for Specific Disability

Disability Categories and Physical Education Considerations

Category	Definition	Physical Education considerations
Autism	<ul style="list-style-type: none"> means a developmental disability significantly affecting verbal and nonverbal communication and social interaction generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. 	<ul style="list-style-type: none"> Know which disorders on autism spectrum a student has and research disorder. Provide a structured routine. Provide visual boundaries. Prepare student for transitions. Focus on one task at a time. Use strategies implemented in other classes such as picture schedules, calendars, and task cards. Use caution with group games if social skills are limited. Eliminate wait time. Know if student gets incidental learning opportunities. (This could have huge safety implications.) Provide sense of time during lesson; let student know how much time will be spent on an activity and update student on how much time is left before transitioning to another activity
Deaf-Blindness	<ul style="list-style-type: none"> related [simultaneous] hearing and visual impairments the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. 	<ul style="list-style-type: none"> Prepare student for transitions. Focus on one task at a time. Use strategies implemented in other classes such as times, pictures, picture schedules, calendars, and task cards Teach at developmental age of student, not chronological age. Confer with special education and classroom teachers for appropriate general teaching tips.
Deafness	<ul style="list-style-type: none"> a hearing impairment so severe that a child is impaired in processing linguistic information 	<ul style="list-style-type: none"> Prepare student for transitions. Focus on one task at a time.

	<p>through hearing, with or without amplification, that adversely affects a child's educational performance.</p>	<ul style="list-style-type: none"> •Use strategies implemented in other classes such as times, pictures, picture schedules, calendars, and task cards •Teach at developmental age of student, not chronological age. •Confer with special education and classroom teachers for appropriate general teaching tips.
Developmentally Delayed	<ul style="list-style-type: none"> • a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development. 	<ul style="list-style-type: none"> •Prepare student for transitions. •Focus on one task at a time. •Use strategies implemented in other classes such as times, pictures, picture schedules, calendars, and task cards. •Teach at developmental age of student, not chronological age. •Confer with special education and classroom teachers for appropriate general teaching tips
Emotional Disability	<ul style="list-style-type: none"> • a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: <ul style="list-style-type: none"> (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. 	<ul style="list-style-type: none"> •Provide a structured routine. •Ease into transitions with verbal prompts. •Prevent chaos. •Use strategies implemented in other classes. •Use caution with group games if social skills are limited. •Make sure physical education environment is positive, supportive, friendly, and helpful while addressing student needs; consider suggestions given elsewhere for disability-awareness activities. •Determine triggers for emotional outbursts such as physical touch, loud noises, and social interactions •Provide opportunities for learning appropriate for social development. •Predetermine peer partners •Create leadership and responsibility opportunities when appropriate. •Avoid responding to inappropriate behaviors with highly charged, emotional response

<p>Hearing impairment</p>	<ul style="list-style-type: none"> • an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of “deafness.” 	<ul style="list-style-type: none"> •Use visuals as needed. •Provide announcements in writing. •Speak normally, but not too fast. •Avoid yelling. •Maintain eye contact while speaking. •Practice safety routines for all physical education teaching areas.
<p>Intellectual Disability</p>	<ul style="list-style-type: none"> • significantly subaverage general intellectual functioning • existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance. 	<ul style="list-style-type: none"> •Be literal, not abstract. •Use simple instructions and consistent routines. •Maintain high expectations. •Reduce distractions. •Use demonstration and modeling. •Provide external motivation. •Provide appropriate supports for balance activities. •Allow student time to process communication and respond before repeating or restating. •Teach motor coordination activities at student developmental level. •Utilize Web site information from Special Olympics International and American Association on Intellectual and Developmental Disabilities. •Utilize the following suggestions regarding instruction for a student with Down’s syndrome: <ul style="list-style-type: none"> -Encourage student, because of joint laxity, to maintain proper body alignment rather than extended range of motion. -Avoid forward head rolls and contact sports for students with atlantoaxial instability. -Use equipment appropriate for size of student’s hands. -Use appropriate safety precautions with balance activities for a student with low vision. -Know appropriate activities and limitations for student’s cardiovascular condition.
<p>Multiple Disabilities</p>	<ul style="list-style-type: none"> • concomitant [simultaneous] impairments (such as intellectual disability-blindness, 	<p>Review considerations for the following impairments:</p> <ul style="list-style-type: none"> •Intellectual Disability

	<p>intellectual disability-orthopedic impairment, etc.),</p> <ul style="list-style-type: none"> the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness. 	<ul style="list-style-type: none"> Hearing impairment Visual impairment Orthopedic impairment Confer with special education and classroom teachers about appropriate teaching strategies for student with multiple disabilities according to the following: <ul style="list-style-type: none"> Motivation Behavior Learning
Orthopedic Impairment	<ul style="list-style-type: none"> a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures). 	<p>Refer to student's health management plan and individualized education program (IEP).</p> <ul style="list-style-type: none"> Make allowances for walking patterns by allowing more time to travel from one place to the next. Learn to use student's assistive technology, incorporating it into instructional process. Learn to operate mobility aids used by student. Allow student time to process communication and respond before repeating or restating. Secure equipment with straps, if needed, to student hands or feet. Allow for balance support. Allow student to perform tasks at personal level of independence as in kicking a stationary ball versus running to kick a moving ball Provide, as needed, additional time for completing tasks Adjust skill instruction into smaller units of time. Allow brief, but frequent periods of rest. Allow student using a wheelchair to participate in all aspects of lesson by modifying movement requirements and allowing student to use similar upper-body movements. Determine all teaching and learning areas to be fully accessible for student if using wheelchair or walker
Other Health Impaired (OHI)	<ul style="list-style-type: none"> having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited 	<ul style="list-style-type: none"> Provide, as needed, additional time for completing tasks. Adjust skill instruction into smaller units of time. Allow brief, but frequent periods of rest.

	<p>alertness with respect to the educational environment, that—</p> <ul style="list-style-type: none"> • (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and • (b) adversely affects a child’s educational performance. 	<ul style="list-style-type: none"> • Allow student using a wheelchair to participate in all aspects of lesson by modifying movement requirements and allowing student to use similar upper-body movements. • Determine all teaching and learning areas to be fully accessible for student if using wheelchair or walker.
<p>Specific Learning Disability</p>	<ul style="list-style-type: none"> • a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. • The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. • The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage. 	<ul style="list-style-type: none"> • Engage assistance of trained peer tutor for student benefit and enjoyment. • Provide adequate processing time when quickly changing modes such as immediately transitioning from offense to defense. • Allow student time to process communication and respond before repeating or restating. • Teach motor coordination activities at student developmental level. • Be aware of possible behavior or social problems that may result from learning challenges. • Provide for verbal or written challenges. • Distinguish between intellectual capacity and academic performance. • Predict problems and solutions regarding motor coordination, especially when multiple movements must be sequenced in order and with rhythm. • Be aware of common problems and utilize appropriate solutions associated with spatial orientation. • Be aware of challenges regarding integration of sensory information from multiple sources and ways to transfer information to appropriate movements

<p>Speech or Language Impairment</p>	<ul style="list-style-type: none"> • a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance. 	<ul style="list-style-type: none"> •Verify if speech is the only existing disability to determine any required modifications. •Refer to information regarding specific disability if in combination with other disabilities when planning for instruction. •Allow adequate time for expression of language. •Confer with special education and classroom teachers •Regarding appropriate teaching strategies for student with speech or language impairment.
<p>Traumatic Brain Injury</p>	<ul style="list-style-type: none"> • an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. • The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. 	<ul style="list-style-type: none"> •Become knowledgeable of student’s degree of cognitive, motor, behavior, and language impairment, including location and severity of injury. •Be aware of any challenge’s student has regarding language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual abilities, psychosocial behavior, physical functions, information processing, and speech. •Research which areas of brain are affected and review specific functions of those areas; utilize information to determine what and how to teach student and what to expect of student. •Determine if student has seizures and verify that the seizure management plan addresses all physical education teaching areas. •Simplify directions. •Provide adequate wait time. •Use consistent routines. •Reduce distractions. •Avoid chaos
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness. 	<ul style="list-style-type: none"> •Prepare student for transitions. •Focus on one task at a time. •Use strategies implemented in other classes such as auditory cues, physical prompts, tactile response •Teach at developmental age of student, not chronological age. •Confer with special education and classroom teachers for appropriate general teaching tips

Resources: <https://www.alsde.edu/sec/isvcs/hpe/Process/Disability%20Categories.pdf>

- <http://www.parentcenterhub.org/repository/categories/#hearing>

Understanding that quality adapted physical education involves "adapting, modifying, and changing" a physical activity so it is as appropriate for the person with a disability (or anyone for that matter), we are providing numerous ways that some sports and activities can be modified and/or changed. The goal is to have an activity where **all** students can be successful. Check out this great Best Practice called: [Disability Awareness in Physical Activity Best Practice Idea](#).

Adaptations for Specific Activities

Examples from the PE Central Book entitled:
[Teachers Survival Guide Book: Adaptations to optimize the inclusion of students of all ages with disabilities in your programs by Dr. Christine Stopka](#)
[View Table of Contents](#)

1. [Volleyball \(PDF\)](#)

2. [Soccer \(PDF\)](#)

General Adaptation Suggestions

Equipment:

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

Rules Prompts, Cues:

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

Boundary/Playing Field:

Decrease distance
 Use well-defined boundaries
 Simplify patterns
 Adapt playing area (smaller, obstacles removed)

Actions:

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

<p><u>Time:</u></p> <p>Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p>	<p><u>Bowling:</u></p> <p>Simplify/reduce the number of steps Use two hands instead of one Remain in stationary position Use a ramp Use a partner Give continuous verbal cues</p>
<p><u>Basketball:</u></p> <p>Use various size balls (size, weight, texture, color) Allow travelling Allow two hand dribbles Disregard three second lane violation Use larger/lower goal Slow the pace, especially when first learning If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair Use beeper ball, radio under basket for individual with visual impairment</p>	<p><u>Golf:</u></p> <p>Use a club with a larger head Use shorter/lighter club Use colored/larger balls Practice without a ball Use tee for all shots Shorten distance to hole</p>
<p><u>Soccer:</u></p> <p>Use walking instead of running Have well defined boundaries Reduce playing area Play six-a-side soccer If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair Use a deflated ball, nerf ball, beeper ball, brightly colored ball Use a target that makes noise when hit</p> <p>Larger sized ball</p>	<p><u>Softball:</u></p> <p>Use Velcro balls and mitts Use larger or smaller bats Use a batting tee Reduce the base distances Use Incrediballs Shorten the pitching distance If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee Beeper balls Provide a peer to assist Players without disabilities play regular depth defense Students without disabilities count to ten before tagging out person with disability</p>

Volleyball

Use larger, lighter, softer, bright colored balls
Allow players to catch ball instead of volleying
Allow student to self-toss and set ball
Lower the net
Reduce the playing court
Stand closer to net on serve
Allow ball to bounce first
Hold ball and have student hit it

Tennis

Use larger, lighter balls
Use shorter, lighter racquets
Use larger head racquets
Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee
Allow a drop serve
Stand closer to net on serve
Do not use service court
Use a peer for assistance



Nine Types of Adaptations

<p style="text-align: center;">Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Reduce the number of anatomy terms a learner must learn at any one times.</p>	<p style="text-align: center;">Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p>For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p style="text-align: center;">Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>For example: Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p style="text-align: center;">Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow the use of a balloon instead of a ball; simplify task directions; change rules to accommodate learner needs.</p>	<p style="text-align: center;">Output</p> <p>Adapt how the student can respond to instruction.</p> <p>For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials. Sign language, pictures</p>
<p style="text-align: center;">Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example: In a tag game a student can't be tagged but can free others.</p>	<p style="text-align: center;">Alternate</p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p>For example: Have a student acknowledge increase heart rate, were others find their target rate</p>	<p style="text-align: center;">Substitute Curriculum</p> <p>Provide different instruction and materials to meet a student's individual goals.</p> <p>For example: Fitness testing, pull ups-some students use the pull-up bar others use TheraBand's and perform lat pulldowns</p>

Benefits of Inclusion

Benefits for Children with Disabilities

- More stimulating environments
- Role models who facilitate communication, social, and adaptive behaviors
- Improved competence in IEP objectives
- Opportunities to make new friends and share new experiences
- Greater acceptance by peers
- Membership in a class and in the school

Benefits for Children without Disabilities

- More accepting of individual differences
- More comfortable with student's w/ disabilities
- Become more helpful in general
- Acquire leadership skills
- Improved self-esteem

Benefits of Inclusion to Teachers

- Awareness/appreciation of individual differences in all children
- Access to specialists/resources that can help all children
- Learn new teaching techniques that can help all children



Resources: <http://www.palaestra.com/Inclusion2.html>
<https://www.flickr.com/photos/dmps/47541901482/in/album-72157690873800443/>

Problem-Solving Approach for Behavior Strategies

A functional assessment of problem behaviors can help general education teachers deal with behavior assessment and curriculum modifications. This is a proactive, deliberative approach that involves a team consisting of the student, parents, professionals, and teachers who ask questions about the physical environment, social interactions, instructional environment, and non-school factors.

For example, questions concerning the physical environment may include:

- Are there too many people in the room?
- What about the physical arrangement of the class?
- What about the lighting of the room?

Instruction environment questions the team could ask:

- Is the work too hard? too easy?
- Is the pace too fast? too slow?
- Is the teacher too loud?

Social and non-school factor questions:

- Has the student had enough sleep?
- Has the student had enough to eat?
- What type of behavior has the student been demonstrating?



Glossary Terms

Critical Elements- The key components of a motor skills that can be observed, the sum of which result in movement efficiency

Dynamic environment (open skills) - Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment. Examples include: invasion games, such as ultimate and soccer and net/wall games such as volleyball and tennis.

Fitness Activities- Activities with a focus on improving or maintaining fitness that might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming.

Mature Pattern-executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Non-dynamic environment (closed skills) - Constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

Small-sided practice tasks- deliberate tasks designed to practice skills or tasks.

Success Criteria- these are specific techniques that you are “looking for” your students to demonstrate or complete.

Volley-To strike or give impetus (the force or energy in which a body a moves) to an object by using a variety of body parts.

Mature Patterns for Skills:

1. Mature Pattern for Throwing Underhand

Five Critical Elements:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist.
- Follow through to target.

3. Mature Pattern for Catching

Five Critical Elements:

- Extend arms outward to reach for ball.
- Thumbs in for catch above waist.
- Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

2. Mature Pattern for Throwing Overhand

Five Critical Elements:

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through towards target and across body.

4. Mature Pattern for Volleying Underhand

Five Critical Elements:

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.

5. Mature Pattern for Kicking

Five Critical Elements:

- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of ball.
(Travel in air); contact with ball is made directly behind Center of ball (travel on the ground).
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

7. Mature Pattern for Volleying Overhead

Five Critical Elements:

- Body aligned and positioned under the ball.
- Knees, arms, and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle
(Without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly towards target.

6. Mature Pattern for Dribbling

Five Critical Elements:

- Knees slightly bent, opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball, slightly behind the ball for travel.
- Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

8. Mature Pattern for Striking with Short Implement

Five Critical Elements:

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Follow through for completion of the striking action.

9. Mature Pattern for Striking with Long Implement

Five Critical Elements:

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



Resources:

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Physical Education Curriculum, Instruction, and Assessment
2100 Fleur Drive | Des Moines, Iowa 50321 | P: 515-242-8170
pe.dmschools.org



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