



Adaptive PE Curriculum

K-3 MD Costello

Classroom Demographics

Asadbek- 1st grade/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Reading Level A, 1:1 correspondence, addition

Michael- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Not reading yet, knows most letter/ sounds, 1:1 correspondence

Max- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/1:1 assistance
- Knows some letter/sounds, 1:1 correspondence

Jude- Kindergarten/ autism (non verbal/ AAC device)

- Needs FP assistance with fine motor/1:1 assistance
- Knows some letter/sounds (receptive), 1:1 correspondence

Demand Tips

- **Use short, simple language.** No negation language. This may put unnecessary ideas in oppositional students heads. Ex: ("Put your left hand onto the green handle. Now your right hand.") **Model explicitly as you instruct.** Instead of ("Put your hands like this and make sure you hold on tight, so you don't fall off! Don't let go or put your hands on the floor, your fingers could get caught and that would really hurt.")
- **Allow (receptive) language process time.** Give students a moment to process each demand you are presenting before moving on to the next. Ex: ("Great job!" *Start to model next step* Now move your feet and walk.") Instead of "Okay great holding on, remember, don't let go! Now you're going to scoot forward, and then follow around these cones all the way down there. Don't go too fast or you might fall over.")
- **Use non-verbal gestures.** It is often helpful to facilitate receptive understanding by showing rather than telling. It can sometimes overwhelm them with too many verbal words. (*Para just points to the handle to remind to hold on*) instead of ("Hey! The teacher said to hold on to the handle! Put your hands back on them or you are going to fall down.")
- **Use high intonation.** Use high enthusiasm in your voice to sustain their attention better.
- **Give high praise immediately after** success in the requested demand (unless suggested otherwise that it is overwhelming to a particular student).
- **Limit attention to negative behavior.** Redirect, rephrase in a positive statement of correct expectations.

PE Schedule ([daily routine](#) sample link)

1. **Walk/Greeting** (students walk around entire bounds of gym court. End at TV on colored spots for Greeting. "hello Ms.____ " back) Present Slide 1 of 3 daily slides.
2. **Warm Up/Movement Song** (song on tv; video can relate to activity or not; dance or call and repeat song) (Set up all materials during this time)
3. **"Today we will _____."** (Show written 1,2,3 short directions/visual slide/pictures of activity)
4. **Model "Watch Me"** (show quick, short steps of activity) Skip "shared modeling step"
5. **Independent "Your Turn"** (have students complete own activity "independently" with correct prompt level assistance from paras/ teacher)
6. **Free Time** 5-10 minutes of free play (music, scooters, run, balls, etc.)
7. **Clean Up** (end activity, can use clean up song)
8. **Cool Down Circle** Move to middle circle of gym. Sit down and stretch for 3 minutes.

Adaptive PE Curriculum Plan

Curriculum - 10 Unit Topics Overview

1. **September**- Scooters
2. **October**- Bowling
3. **November**- Basketball
4. **December**- Soccer
5. **January**- Volleyball
6. **February**- Throwing
7. **March**- Parachute
8. **April**- Field Day Games
9. **May**- Obstacle Course
10. **June**- Kickball

NJSLS- NJ Student Learning Standards

Curriculum - 10 Unit Topics Overview - Pt. 1

1. **September- Scooters** 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
2. 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
3. **October- Bowling** 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
4. 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
5. **November- Basketball** 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
6. 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
7. **December- Soccer** 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
8. 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
9. **January- Volleyball** 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
10. 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

NJSLS- NJ Student Learning Standards

Curriculum - 10 Unit Topics Overview - Pt. 2

1. **February- Throwing** 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
 2. 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
3. **March- Parachute** Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
4. **April- Field Day Games** 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
5. **May- Obstacle Course** 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
6. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
7. **June- Kickball** 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
8. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

September- Scooters

L1- Week 1 Sep. How to sit on Scooter “Watch me”: Teach them how to sit correctly on scooter. Then show them how they can scoot around on their own by pushing with their legs. “Your turn”: Have students try with paras aid and play music.

L2- Week 2 Sep. Scoot Around Cones “Watch me”: Remind them how to sit correctly on scooter. Show them how to scoot around cones (and then pick them up and stack them on the way back). “Your turn”: Have students go with specific colored cones with paras aid.

L3- Week 3 Sep. Scoot with Bean Bags “Watch me”: Show them how to sit on scooter, collect a color bean bag, then go to its matching color bucket. “Your turn”: Have students try with paras aid. Count the bean bags at the end.

L4- Week 4 Sep. Scooter Race “Watch me”: Teach them how to scoot to cone, go around and then come back to starting cone. Show them to high five the next friend that it is their turn. Split 4 students into teams of 2. “Your turn”: Have students race and try with paras aid.

October- Bowling

L5- Week 1 Oct. Bowling Introduction “Watch me”: Teach them how to hold a bowling ball. Then show them how to roll the ball towards pins. “Your turn”: Have students try with paras aid and play music.

L6- Week 2 Oct. Letter/Number Pins “Watch me”: Remind them how to roll the bowling ball. Show them to look under the pin and read what letter or number it is. “Your turn”: Have students try with paras aid.

L7- Week 3 Oct. Sight Word Pins “Watch me”: Remind them how to roll the bowling ball. Show them to look under the pin and read what sight word it is. “Your turn”: Have students try with paras aid.

November- Basketball

L8- Week 1 Nov. How to Bounce a Basketball “Watch me”: Teach them how to bounce a basketball with two hands. Then show them how to bounce with one hand. “Your turn”: Have students try with paras aid and play music. Students can count how many times they can bounce in a row.

L9- Week 2 Nov. How to Bounce Pass a Basketball “Watch me”: Remind them how to bounce. Show them cones where a partner stands across from them. Teach them the bounce pass to the partner. “Your turn”: Have students go in pairs with paras aid.

L10- Week 3 Nov. How to Shoot a Basketball “Watch me”: Show them how to throw the ball up and “shoot” towards the lowered net. “Your turn”: Have students try with paras aid.

L11- Week 4 Nov. How to Dribble: Bounce a Basketball and Walk “Watch me”: Teach them how to bounce while walking. Show them zig zag cones across the court. Dribble around the cones and shoot the basketball at the end. “Your turn”: Have students try with paras aid.

December- Soccer

L12- Week 1 Dec. How to Kick a Soccer Ball “Watch me”: Teach them how to kick a soccer ball. Then show them how they kick towards the goal and “score”. “Your turn”: Have students try with paras aid.

L13- Week 2 Dec. How to Dribble “Watch me”: Remind them how to kick the ball. Show them how kick to themselves (left foot to right foot, back and forth). Then try it while walking forward. “Your turn”: Have students try with paras aid.

L14- Week 3 Dec. How to Pass “Watch me”: Remind them how to dribble. Show them cones to stand across from a partner. Pass and kick the ball to their partner. “Your turn”: Have students go in pairs and try with paras aid.

L15- Week 4 Dec. Dribble Around Cones “Watch me”: Remind them how to dribble. Show them zig zag cones across the court. Dribble around the cones and then at the end, kick the ball towards the goal to score. “Your turn”: Have students try with paras aid.

January- Volleyball

L16- Week 1 Jan. Hitting Up a Balloon “Watch me”: Teach them how to set the balloon up and keep it in the air. “Your turn”: Have students try with paras aid or with partner and play music. They can try and count how many times before it falls.

L17- Week 2 Jan. Hitting Up a Balloon Over the Net “Watch me”: Teach them how to set the balloon up and hit it over the net. “Your turn”: Have students play 2 vs. 2 with paras aid.

L18- Week 3 Jan. Over the Net “Watch me”: Show them again how to set the balloon up and hit it over the net. “Your turn”: Have students play 2 vs. 2 with paras aid. Try to count to 10 by keeping up the balloon.

L19- Week 4 Jan. Over the Net/Try with a ball “Watch me”: Show them again how to set the balloon up and hit it over the net. Then show them with a ball. Give them the option to try the ball or keep practicing with the balloon. “Your turn”: Have students play 2 vs. 2 with paras aid. Try to count to 10 by keeping up the balloon/ball.

February- Throwing

L20- Week 1 Feb. Arm Motion and Feet Spots “Watch me”: Teach them how to put their feet on the “feet spots”. Then show them how to put their arm back and throw a tennis ball. “Your turn”: Have students try with paras aid and play music.

L21- Week 2 Feb. Velcro Target “Watch me”: Show them how to put their feet on the “feet spots” again. Then remind them how to put their arm back and throw a tennis ball. Place the velcro target circle mat at the other end. Show them they can aim their throw towards the circle. “Your turn”: Have students try with paras aid and play music.

L22- Week 3 Feb. Velcro Target- Move Farther Back “Watch me”: Show them how to put their feet on the “feet spots” again. Then remind them how to put their arm back and throw a tennis ball. Place the velcro target circle mat at the other end. Show them they can aim their throw towards the circle. “Your turn”: Have students try with paras aid and play music.

L23- Week 4 Feb. Velcro Target- Red, Yellow and Green Distances “Watch me”: Show them how to put their feet on the “feet spots” again. Then remind them how to put their arm back and throw a tennis ball. Place the velcro target circle mat at the other end. Show them they can aim their throw towards the circle. Place red, yellow and green spots to stand on to practice how much force to use on their throw. “Your turn”: Have students try with paras aid and play music.

March- Parachute

L24- Week 1 Mar. Up and Down with Balls “Watch me”: Teach them how to sit on spot around parachute. Then show them how to hold onto their handle and lift up and bend down. “Your turn”: Have students try altogether with paras aid and play music. Add balls.

L25- Week 2 Mar. Sit Under “Watch me”: Remind them how to sit on spot around parachute, how to hold onto their handle and lift up and bend down. This time, teach them to sit down and pull the parachute over their heads. Then sit on the edge until it is closed. “Your turn”: Have students try altogether with paras aid and play music.

L26- Week 3 Mar. Sit in Middle “Watch me”: Remind them how to sit on spot around parachute, how to hold onto their handle and lift up and bend down. Direct one student to go sit in the middle. Show them how to shake the handle around the outside. “Your turn”: Have students try altogether with paras aid and play music. Add balls that the student can try and catch.

L27- Week 4 Mar. Swap spots “Watch me”: Remind them how to sit on spot around parachute, how to hold onto their handle and lift up and bend down. Show them this time how to lift up and hold it up. Then show them when their name is called, those two people will run under and across to switch and sit in each others spot. “Your turn”: Have students try altogether with paras aid and play music.

April- Field Day Games

L28- Week 1 April. Tug of War “Watch me”: Teach them how to hold on to the rope and pull. “Your turn”: Have students try on both sides with paras aid and play music.

L29- Week 2 April. Egg Race “Watch me”: Teach them how to balance an “egg” on a spoon. Then try walking. “Your turn”: Have students try to walk fast to specific colored cones with paras aid. Practice how to put it back on when it falls.

L30- Week 3 April. Potato Sack Race “Watch me”: Teach them how to get inside the potato sack. Then practice hopping forward. “Your turn”: Have students try to hop to specific colored cones with paras aid. Practice how to get back up when they fall.

L31- Week 4 April. Two-legged Race “Watch me”: Teach them how to walk with a partner in sync (“legs together”). Then how to keep doing that with an added scarf around their legs. Split 4 students into teams of 2. “Your turn”: Have students try with paras aid.

May- Kickball

L32- Week 1 May. How to Kick a KickBall “Watch me”: Remind them how to kick a soccer ball and that this is the “same”. Show them the 4 bases. Model kicking the ball, then have them follow you and walk around all of the bases. “Your turn”: Have students try kicking with paras aid and play music.

L33- Week 2 May. How to Kick a KickBall and Run “Watch me”: Remind them how to kick a kickball. Show them the 4 bases again. “Your turn”: Have students try kicking with paras aid and run with them around the bases. Keep ball at stand still.

L34- Week 3 May. Kickball “Watch me”: Remind them how to kick a kickball. Try teaching them how to kick the ball while its rolling towards them. Show them the 4 bases again. “Your turn”: Have students try kicking with paras aid and run with them around the bases.

L35- Week 4 May. Kickball “Watch me”: Remind them how to kick a kickball. Remind them how to kick the ball while its rolling towards them. Show them the 4 bases again. “Your turn”: Have students try kicking with paras aid and run with them around the bases.

June- Obstacle Course

L33- Week 1 June. Obstacle Course “Watch me”: Present them the steps to an obstacle course (your choice- cones, tunnel, bounce ball, “balance beam”, step ups, etc.) You can even add stations from previous units (basketballs, soccer balls, volleyballs, etc.). Then model step by step how to do each station. “Your turn”: Have students try with paras aid and play music.

L34- Week 2 June. Obstacle Course “Watch me”: Present them the steps to an obstacle course (your choice- cones, tunnel, bounce ball, “balance beam”, step ups, etc.) You can even add stations from previous units (basketballs, soccer balls, volleyballs, etc.). Then model step by step how to do each station. “Your turn”: Have students try with paras aid and play music.

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L36- Week 4 June. Obstacle Course “Watch me”: Present them the steps to an obstacle course (your choice- cones, tunnel, bounce ball, “balance beam”, step ups, etc.) You can even add stations from previous units (basketballs, soccer balls, volleyballs, etc.). Then model step by step how to do each station. “Your turn”: Have students try with paras aid and play music.

Today's Special ... **PE** !



Warm Up Greeting

Today we will:

1. Watch Me
2. Your Turn
3. Scooter
4. Free Play
5. Cool Down Circle



L1: Scooters

Free Time



Kidz Bop

Clean Up Song!



Cool Down

