

A. Course Information

Grade Level: 9-12.

Length of course: As needed.

Type: Counts toward meeting P.E. graduation requirements for qualified students.

Recommendation for Enrollment:

A recommendation for placement in an Adapted P.E. program is part of the student's Individual Education Plan (I.E.P.).

B. Brief Description of the Course:

Typical activities could include: rhythmical activities, recreational games, modified individual and team sports. Individual exercises, sitting games, rest, viewing and learning of sports from a spectator's point of view.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials: Copy of student's IEP.

E. Brief Outline of Course Content:

1. Teacher-student-nurse conference to discuss individual student's needs, limitations, and abilities.
2. Individual exercises assigned by a physician or physical education teacher.
3. Explanation of the rules of games with participation following, whenever possible.
4. Participation in modified sports and recreational games.
5. Participation in individual group projects.
6. Participation in rhythmical activities.

F. Behavioral Objectives for ADAPTED P.E.

The skills assessed in the district's Reading Comprehension, Writing, and Math Computations proficiency tests will be taught and reinforced in a manner appropriate to the content of this course.

1. The student will demonstrate knowledge of one's own physical capabilities and limitations.
2. Students will achieve goals and objectives stated on the student's IEP's for Adapted P.E.
3. The student will demonstrate within his/her physical capabilities, proficiency in selected skills, knowledge of the activities, rules, and strategy, and knowledge in safety factors for the assigned activity.

F. Behavioral Objectives for ADAPTED P.E. (Continued)

4. Demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for the designated coursework.

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures:

- 1. Teacher-constructed written tests and/or student's verbal analysis.
- 2. Teacher-developed checklists and observational systems.