**COURSE DESCRIPTION**

**Course Title:** Middle Level Adapted Physical Education

**Course Number:** 00621

**Course Prerequisites:** None

**Course Description:** Grade 5-8 Adapted Physical Education begins to further develop team, dual, individual, and recreational sport strategies with a focus on concepts and rules of play. Students will recognize the value and benefits of physical fitness and its importance in regard to maintaining a healthy lifestyle. Students will complete the WCSD Modified Fitness Test.

**Suggested Grade Level**: Grade 6

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 47

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 08001

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  NA

**Publisher:** NA

**ISBN #:**  NA

**Copyright Date:** NA

**WCSD Board Approval Date:** NA

**Supplemental Materials:** NA

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 3/21/2024

**Date Approved:**  6/10/2024

**Implementation Year:** 2024-2025

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

***Team Sports:*** Soccer, Volleyball, Football, Ultimate Frisbee/Disc, Whiffle Ball

***Recreational Sports:*** Kickball/Variations, Structured Games

***Individual/Dual Sports:*** Track & Field, Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 2**

***Team Sports****:* Basketball, Floor Hockey, Team Handball

***Recreational Sports:*** Bowling, Structured Games

***Individual/Dual Sports:*** Racquet Sports, Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 3**

***Team Sports****:* Basketball, Floor Hockey, Team Handball

***Recreational Sports:*** Bowling, Structured Games

***Individual/Dual Sports:*** Racquet Sports, Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 4**

***Team Sports:*** Soccer, Volleyball, Football, Ultimate Frisbee/Disc, Whiffle Ball

***Recreational Sports:*** Kickball/Variations, Structured Games

***Individual/Dual Sports:*** Track & Field, Cooperative Activities, Conditioning/Fitness Activities

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health. | 10.4.6.A | All |
| Explain the effects of regular participation in moderate to vigorous physical activities on the body systems. | 10.4.6.B | All |
| Identify and apply ways to monitor and assess the body’s response to moderate to vigorous physical activity. | 10.4.6.C | All |
| Describe factors that affect childhood physical activity preferences. | 10.4.6.D | All |
| Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement. | 10.4.6.E | All |
| Identify and describe positive and negative interactions of group members in physical activities. | 10.4.6.F | All |
| Explain and apply the basic movement skills and concepts to create and perform movement sequence and advanced skills. | 10.5.6.A | All |
| Identify and apply the concepts of motor skill development to a variety of basic skills. | 10.5.6.B | All |
| Describe the relationship between practice and skill development. | 10.5.6.C | All |
| Describe and apply the principles of exercise to the components of health related and skill-related fitness. | 10.5.6.D | All |
| Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary. | 10.5.6.E | All |
| Identify and apply game strategies to basic games and physical activities. | 10.5.6.F | All |
| Analyze the role of individual responsibility for safety during physical activity. | 10.3.6.D | All |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Skill assessment, teacher observation and Modified Adapted Physical Education Fitness Testing

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Skill assessment and teacher observation