Adapted PE Goals Bank

Revised 8/2017

Section 1

Goals for Students
with
More Severe Disabilities

Postural Control

In ? instructional weeks and placed in a sitting position, the student will change positions while seated, without falling during ? of ? attempts.

In ? instructional weeks and placed in a sitting position, the student will sit alone without support when placed with arms free for play for a period of ? seconds in ? of ? attempts.

In ? instructional weeks and placed in a sitting position with legs spread wide and hands forward between the legs, the student will be able to sit alone without any other support for a period of ? seconds in ? of ? attempts.

In ? instructional weeks and while sitting independently, the student will assume an upright posture with head in midline when verbally prompted in of ? attempts.

In ? instructional weeks and sitting with support, the student will sit with head in midline and erect and upper trunk erect for a period of ? seconds in ? of ? attempts.

In ? instructional weeks and being pulled forward or backward in a prone position a distance of ? feet, the student will maintain head control in an upright position with eyes looking straight forward the entire length of the pull in ? of ? attempts.

In ? instructional weeks and while lying prone over a wedge, the student will lift head up for ? seconds when presented with any stimuli of interest to the student during ? of ? attempts.

In ? instructional weeks and while lying prone, the student will hold head up long enough to make visual contact when audible noise is made overhead in ? of ? attempts.

In ? instructional weeks and upon request, the student will demonstrate sufficient neck control to perform ? head lifts from a ? position in ? of ? attempts

Sensory Awareness

Visual Awareness

In ? instructional weeks and utilizing an object of interest to the student, the student will voluntarily focus on the object for ? seconds in ? of ? attempts.

In ? instructional weeks and utilizing a highly visible object, the student will visually focus on the object and track it for a minimum of ? seconds in ? of ? attempts.

In ? instructional weeks and with soap bubbles blown in the immediate environment, the student will visually track the bubbles, reach out and pop at least one bubble in ? of ? attempts.

Auditory Awareness

In ? instructional weeks and using an auditory cue (ball with bell in it or teachers voice), the student will turn to focus on the auditory cue for a minimum of ? seconds in ? of ? attempts.

In ? instructional weeks and using an auditory cue (ball with bell in it or teachers voice) and with physical prompting , the student will turn to focus on the auditory cue for a minimum in ? of ? attempts.

Tactile Awareness

In ? instructional weeks and given a choice of ? different textures, the student will choose the favorite to be stroked or touched with during ? of ? attempts.

In ? instructional weeks and using ? different textures, the student will tolerate at least ? of them by not showing any adverse reactions (screaming, crying etc) during ? of ? attempts.

In ? instructional weeks and using physical touch, the student will allow teacher/aide to stroke of massage the arm, leg of side of face during ? of ? attempts.

Dexterity

Grasping

Within ? instructional weeks and upon focusing on a small object held or placed directly in front of them, the student will voluntarily reach for and grasp the object by opening and closing fingers and hold the object a minimum of ? seconds during ? of ? attempts.

Within ? instructional weeks and upon focusing on a small object held or placed directly before him/her, the student will voluntarily reach for the object by extending the arm ? degrees ? of ? attempts.

Within ? instructional weeks and upon focusing on an object placed directly in front of the student, the student will voluntarily reach for and touch the object ? of ? attempts.

Within ? instructional weeks and upon hearing an auditory cue (ball with a bell), the student will reach for and manipulate an object for ? seconds ? of ? attempts.

Within ? instructional weeks and after grasping small object, the student will hold on to the object for a period of ? seconds without placing the object in the mouth ? of ? attempts.

Within ? instructional weeks and with an appropriate size object placed near or touching the hand, the student will voluntarily grasp the object and hold on to it for a period of at least ? seconds ? of ? attempts.

Within ? instructional weeks and with an appropriate size object placed in the dominant hand, the student with physical and verbal prompting if needed will allow the object to remain in the grasp for ? seconds ? of ? attempts.

Within ? instructional weeks and with an appropriate size object placed in the dominant hand, the student with hand over hand assistance will allow the object to remain in the grasp for ? seconds ? of ? attempts.

Within ? instructional weeks with verbal and physical prompts, the student will utilize preferred hand to grasp a beanbag or a hand sized object placed across his/her midline on the right side of the lap tray or tabletop, in ? out of ? attempts.

Release

Within ? instructional weeks and using a velcro target game, the student will grasp each of the balls and propel them forward a distance of ? feet, striking the target during ? of ? attempts.
Within ? instructional weeks and upon grasping a small ball or beanbag, the student will upon request, voluntarily toss object a distance of ? feet within arms reach of the receiver ? of ? attempts.

By the end of ? instructional weeks, the student will upon request and independently overhand throw a tennis ball forward a minimum distance of ? feet with immediate reinforcement (e.g. pom-pom, swing, drink, etc.) in ? of ? attempts.

Within ? instructional weeks and upon grasping a tennis ball, the student will toss the ball forward a distance of ? feet during ? of ? attempts.

Within ? instructional weeks and upon grasping a small ball or beanbag, the student will voluntarily toss the ball forward beyond the footrests of the wheelchair during ? of ? attempts.

Within ? instructional weeks and upon grasping a small ball or beanbag, the student will voluntarily release (drop) the object into a container and upon request ? of ? attempts.

Within ? instructional weeks and upon grasping a tennis ball, the student will reach forward and release the ball during ? of ? attempts.

Within ? instructional weeks and after placing a small ball or beanbag on the grasp of the dominant hand, the student will voluntarily release object into a container or onto a target ? of ? attempts.

Within ? instructional weeks and after placing a small ball or beanbag in the grasp of the dominant hand, the student will release the object with assistance into a container or onto a target ? of ? attempts.

Within ? instructional weeks, using verbal prompting only, with 2 different styles of objects (color, shape, size, etc) placed together in a container on a table, the student will sort the objects by grasping them and releasing them into their designated areas, ? of ? attempts.

In ? instructional weeks and upon request, the student will independently grasp and release a small lightweight ball (e.g., ping pong ball, golf whiffle ball, etc.) onto a bullseye target placed to his preferred side during ? of ? attempts.

Within ? instructional weeks, using music as a motivator and reward, while in a wheelchair and with dominant arm placed next to a ball on the lap/lap tray, the student will move the ball off of the lap/lap tray in any way, ? of ? attempts.

Within ? instructional weeks, to develop pre-basketball and pre-bowling skills, while seated on the floor, the student will push a large heavy ball across the floor ?' towards a set of bowling pins/water bottles, and knock down at least ? pins, ? of ? attempts.

Striking

Within ? instructional weeks and holding a bat with the proper grip, the student will strike a small beachball off a stationary tee with a horizontal swing pattern and follow through ? of ? attempts.

Within ? instructional weeks and holding a short striking implement in the dominant hand, the student will display a horizontal swing pattern and successfully strike a softball size ball or larger off of a stationary tee on ? of ? attempts.

In ? instructional weeks and using the dominant hand, the student will display a horizontal swing pattern and strike a beachball off a tee ? of ? attempts with good arm speed and follow through.

By the end of ? instructional weeks with a rhythm stick or comparable object placed in the grasp of dominant hand, the student will tap a suspended balloon on a string that is held directly in front with no more than ? verbal prompts in ? of ? attempts.

Switch Control

Within ? instructional weeks and upon request, the student will demonstrate purposeful switch activation of ? different sources during ? of ? attempts.

Within ? instructional weeks and after finding a source of interest to the student that can be switch activated, the student will purposefully activate the switch upon request during ? of ? attempts.

Within ? instructional weeks and upon learning the cause and effect of a switch control, the student will voluntarily turn on and off the switch upon command ? of ? attempts.

Within ? instructional weeks and after finding a source of interest to the student that can be switch activated, the student will purposefully activate the switch with ? verbal or physical prompts ? of ? attempts.

Within ? instructional weeks and upon learning the cause and effect of switch control and upon request, the student will initiate movement toward the switch during ? of ? attempts.

Within ? instructional weeks, the student will explore ? types of switches and determine the best fit by which one can be activated more successfully and independently.

Mobility

Walking/Running

Within ? instructional weeks and upon request, student will run from one end of the gym to the other without stopping and without physical assistance during ? of ? attempts.

Within ? instructional weeks and given a start command, the student will run alongside a peer the length of the gym without stopping ? of ? attempts.

Within ? instructional weeks and after given a start command, the student will run half the length of the gym independently with only verbal prompts and the second half with verbal and physical prompting if necessary and stopping only one time ? of ? attempts.

Within ? instructional weeks and moving alongside an adult, the student will move forward a distance of ? meters down the track without stopping and engaging in a flight stage for at least ? steps ? of ? attempts.

Within ? instructional weeks and after given a start command, the student will ambulate with increased speed alongside a staff member a distance of 25 meters on the without stopping or flopping to the ground and while staying within 2 lanes (approximately 5 feet), during 3 of 5 attempts.

Within ? instructional weeks and walking along side an adult on the track, the student will walk ? meters without touching the adult and breaking into a flight stage for at least ? steps with only verbal prompting ? of ? attempts.

Within ? instructional weeks, the student will be able to walk with arms lowered to waist for balance and able to start, stop, and change directions without falling, while traveling for a period of ? seconds ? of ? attempts.

Within ? instructional weeks, the student will walk forward with reciprocal arm swing and heel-toe gait a distance of ? feet without falling or holding on for support ? of ? attempts.

Within ? instructional weeks and upon request, the student will walk from one end of the gym to the other with someone walking along side or in front of without stopping and with no more than ? physical prompt during ? of ? attempts.

By the end of ? instructional weeks with verbal prompting, the student will attempt to follow a “leader” (ie peer, teacher or aide) around the gym walking with slight increased speed and without stopping, a minimum distance of ? meters in ? out of ? opportunities.

Within ? instructional weeks, the student will walk the entire length of the gym with someone along side without stopping more than twice and with no more than physical prompts (tapping on the back) during ? of ? attempts.

Within ? instructional weeks, the student, with physical assistance (hand in hand or arm in arm), will walk the entire length of the gym without stopping ? of ? attempts.

Power Wheelchair

Within ? instructional weeks and upon a start command, the student will manipulate the power wheelchair through the Special Olympics 25 meter obstacle course in less than ? seconds with no mistakes during ? of ? attempts.

Within ? instructional weeks and upon a start command, the student will manipulate the power wheelchair through the Special Olympics 25 meter obstacle course in less than ? seconds with no more than ? verbal prompts during ? of ? attempts.

Within ? instructional weeks and given a start command, the student will weave power wheelchair through a 5 cone slalom course with cones 10 feet apart in less than ? seconds with no mistakes ? of ? attempts.

Within ? instructional weeks and given a start command, the student will weave power wheelchair through a 3 cone slalom course with cones 10 feet apart with no more than ? verbal prompt ? of ? attempts.

In ? instructional weeks and given a start command, the student will weave power wheelchair through 4 sets of gates placed 15 feet apart and offset with no more than ? verbal prompts ? of ? attempts.

Within ? instructional weeks and with power wheelchair, the student will follow simple control commands (start, stop, turn left, turn right, reverse, etc.) with ?% accuracy.

Power Soccer

Within ? instructional weeks and given a modified soccer guard attached to the wheelchair and a regulation power soccer ball, the student will maneuver the soccer ball through an obstacle course (in an out of 4 cones placed 5 yards apart) without losing control of the ball more than ? time ? of ? attempts.

Within ? instructional weeks and given a modified soccer guard attached to the wheelchair and a regulation power soccer ball placed on the floor at the free throw line , the student will push the soccer ball under the basket and hit the mat on the wall behind the basketball goal ? of ? attempts.

Within ? instructional weeks and given a modified soccer guard attached to the wheelchair and a regulation power soccer ball, the student will push the ball the length of the basketball court without losing control more than ? times ? of ? attempts.

Manual Wheelchair

Within 36 instructional weeks and given a start command, the student will weave the manual wheelchair through a 5 cone slalom course with cones 5 meters apart in less than ? minutes with no mistakes ? of ? attempts.

Within ? instructional weeks and given a start command, the student will weave the manual wheelchair through a 3 cone slalom course with cones 10 feet apart with no more than ? verbal prompt ? of ? attempts.

Within ? instructional weeks and given a start command, the student will weave the manual wheelchair through 4 sets of gates placed 5 feet apart and offset with no more than ? verbal prompts ? of ? attempts.

Within ? instructional weeks, the student will propel wheelchair forward continuously a distance of ? feet in less than ?seconds with no assistance.

Within ? instructional weeks and with assistance to keep the wheelchair going straight, the student will independently propel the wheelchair forward a distance of ? meters within a ? minute period.

Within ? instructional weeks, the student will place hands on each of the respective wheels and push both hands forward on the wheels simultaneously propelling the wheelchair forward with no assistance during ? of **?** attempts.

Within ? instructional weeks, the student with hand over hand assistance, will place hands on each of the respective wheels and push both hands forward on the wheels simultaneously propelling the wheelchair forward with no assistance during ? of ? attempts.

Mobility via other Modalities

Within 36 instructional weeks, with no verbal cues, the student will use lower body strength and mobility to pedal a three wheel bike with good force and demonstrate speed control on the declines, 4 of 5 attempts.

In 36 instructional weeks, using an Amtryke, the student will independently pedal forward along even terrain for a distance of 10 feet, 2 of 3 attempts.

Sports and Recreational Skills

Basketball

Shooting

Within ? instructional weeks and with 3 hula hoops hung from the back of a ?-foot basket, the student will sit ? meter from the hoops and propel the ball through the bottom hoop ? of ? attempts.

Within ? instructional weeks and with 3 hula hoops hung from the back of a ?-foot basket and sitting ? meter from the hoops, the student will propel the ball through the bottom hoop with hand over hand assistance if needed ? of ? attempts.

Within ? instructional weeks and with a hula hoop placed ? feet in front of the lap tray and an extension placed over the lap tray that extends to the hoop, the student will push a basketball off the front of lap tray extension and through the hoop during ? of ? attempts.

Within ? instructional weeks and with a hula hoop placed ? feet in front of the lap tray and an extension placed over the lap tray that extends to the hoop, the student will push a basketball off the front of lap tray extension and through the hoop during ? of ? attempts.

Within ? instructional weeks and sitting in the wheelchair with no lap tray on and a basketball set on the table top in front of the student, the student will voluntarily push the ball across the table top making the ball fall off the other side ? of ? attempts.

Within ? instructional weeks and sitting in the wheelchair with the lap tray on and a basketball set on the lap tray, the student will voluntarily push the ball off the lap tray ? of ? attempts.

Dribbling

Within ? instructional weeks, given a basketball and while standing, the student will demonstrate the ability to dribble a basketball ? consecutive times with one hand, pushing the ball with his fingertips without slapping the ball with the palm, ? of ? attempts.

Within ? instructional weeks, given a basketball, ? seconds and standing stationary, the student will dribble the ball at least ? times while being handed the ball if control is lost ? of ? attempts.

Within ? instructional weeks, given a basketball and ? seconds, the student will bounce the ball a minimum of ? times in ? seconds while being the handed the ball after each time control of the ball is lost and performing at least ? consecutive bounces one time during this ? second period ? of ? attempts.

Within ? instructional weeks and given a basketball, the student will on at least ? occasions within ? seconds bounce the ball at least ? consecutive times before losing control of the ball ? of ? attempts.

Within ? instructional weeks and given a basketball and a start command, the student will bounce the ball a minimum of ? times in ? seconds after being the handed the ball after each time the ball is bounced ? of ? attempts.

Within 24 instructional weeks, given a basketball and ? seconds, each time the student is handed the ball, he will bounce the ball within ? seconds with verbal prompting as necessary ? of ? attempts.

Catching

In ?instructional weeks and standing next to the end of a table top or a 4 foot long PVC ramp placed at a slight decline so the ball rolls down the ramp, the student will visually track and grasp a basketball as it approaches the end of the table top or ramp ? of ? attempts.

In ? instructional weeks and from a sitting position at a table, the student will visually track a large ball rolled from across the table top and reach out towards the ball as it approaches ? of ? attempts.

In ? instructional weeks and from a sitting position at a table, the student will visually track a large ball rolled from across the table top, reach out, and touch the ball with one or both hands as it approaches ? of ? attempts.

Bocce

Within ? instructional weeks and given any softball size ball to roll, the student will demonstrate an underhand rolling pattern with proper weight transfer and roll the ball in the intended direction in ? of ? attempts.

In ? instructional weeks, given a modified bocce ball and with a person standing within ? feet of the student, the student will toss or roll the balls in the direction of the person during ? of ? attempts.

In ? instructional weeks with a target placed on the floor in front of the student, the student will visually focus on the target and upon requested go pick up the target object during ? of ? attempts.

Within ? instructional weeks and with a baseball size ball placed the lap, the student will lift the ball with one or both hands and place it inside the modified boccia ramp and hold on to it until told to release it down the ramp during ? of ? attempts

Within ? instructional weeks and with a baseball size ball placed on a modified boccia ramp, the student with place his hand or hands on top the ball and upon command will lift the hand or hands and allow the ball to run down the ramp during ? of ? attempts.

Within ? instructional weeks and with a baseball size ball placed in his lap, the student will lift the ball with one or both hands and place it inside the ramp during ? of ? attempts

(Bowling Ramp Skills)

Within ? instructional weeks and given two attempts to knock down ? pins placed ? feet away, the student will adjust the bowling ramp independently in order to knock down at least ? pins during ? of ? attempts.

Within ? instructional weeks and in order to pick up a spare, the student will properly adjust the ramp in order to strike at least one of the remaining pins during ? of ? attempts.

Within ? instructional weeks and from a wheelchair, the student will push a ball down a ramp between cones placed ? feet apart ? of ? attempts.

Within ? instructional weeks and with a large heavy ball placed on a bowling ramp, the student will extend arms and purposefully push the ball down the ramp, knock down pins placed ? feet away and then proceed to walk down and set up at least two of the pins during ? of ? attempts.

Within ? instructional weeks and with a modified bowling ball placed on a bowling ramp, the student will extend arms and purposefully push the ball down the ramp, knocking down pins placed ? feet away and then proceed to walk down to the pins picking up one of the ones knocked down and place it in a container set nearby ? of ? attempts.

Within ? instructional weeks and with a modified bowling ball placed on a bowling ramp, the student will extend arms and purposefully push the ball down the ramp, knocking down pins placed ? feet away and then proceed to walk down to the pins moving at least one of the pins that were knocked down away from those that are still standing ? of ? attempts.

Within ? instructional weeks and with a large heavy ball placed on a table top or bowling ramp, the student will extend arms and purposefully push the ball across the table top or down the ramp and strike a target ? feet away during ? of ? attempts.

Within ? instructional weeks and with a large heavy ball placed on a table top or lap tray, the student will extend arms and purposely push the ball across the table or off the lap tray ? of ? attempts.

Within ? instructional weeks and with a large heavy ball with a bell in it placed on a table top or bowling ramp, the student will extend arms and purposefully push the ball forward with one or both hands with no more than ? verbal prompts ? of ? attempts.

Within ? instructional weeks and with a large heavy ball with a bell in it placed on a table top or bowling ramp, the student will extend arms and purposefully touch the ball with one or both hands with hand over hand assistance if needed ? of ? attempts.

Section 2

Goals for Body Awareness and Balance

Balance (Static and Dynamic)

Static Balance

Within ? instructional weeks, the student will stand on the right foot without physical assistance and without the left foot touching the floor for a period of ? seconds ? of ? attempts (repeat with other foot).

Within ? instructional weeks, the student with support from a person or a wall, will stand on one foot for at least ? seconds before using the support to maintain equilibrium and complete this process ? more times within 30 seconds ? of ? attempts.

Within ? instructional weeks, the student will assume and maintain a heel toe stationary stance for ? seconds without moving feet ? of ? attempts.

Within ? instructional weeks, the student will stand heel to toe for a period of ? seconds without physical assistance and with both feet remaining firmly in place during ? of ? attempts.

Dynamic Balance

Within ? instructional weeks, given a balance beam that stands 4 inches high and 4 inches wide, the student will walk along the balance beam forward, unassisted for ? feet, ? of ? attempts.

Within ? instructional weeks, the student will walk forward on a balance beam, alternating feet for the entire length of the beam without assistance, without stopping and without stepping off in ? of ? attempts.

By the end of ? instructional weeks, the student will walk along ? stepping stones/buckets in the motor room, independently, without stepping off, ? of ? attempts.

Within ? instructional weeks, the student will walk forward on a balance beam, alternating feet for the entire length of the beam without stopping and with no more than ? moments of physical support ? of ? attempts.

In ? instructional weeks, with one hand held, the student will complete a 50 meter walk/run race on a track without stopping, ? of ? attempts.

Within ? instructional weeks and utilizing a foot-over-foot pattern, the student will demonstrate dynamic balance by walking a straight-line 2 inches wide and ? feet long without stepping off of the line during ? of ? attempts.

Within ? instructional weeks and utilizing a foot-over-foot pattern, the student will demonstrate dynamic balance by walking a straight-line 4 inches wide and ? feet long without stepping off of the line more than ? time in ? of ? attempts.

Within ? instructional weeks and with 2 jump ropes laid out parallel to each other ? inches apart, the student will walk between the ropes talking at least ? consecutive steps before stepping outside the ropes ? of ? attempts.

Body Awareness

In ? instructional weeks and using a movement oriented song, the student will independently perform all stated motor tasks using both right hand and left hand with no errors during ? of ? attempts.

In ? instructional weeks and using a movement oriented song, the student will independently perform all stated motor tasks using both right hand and left hand with no fewer than ? errors during ? of ? attempts.

In ? instructional weeks and after becoming familiar with movement oriented song, the student will self-initiate movement with no assistance during ? of ? attempts.

In ? instructional weeks and after becoming familiar with movement oriented song, the student will self-initiate movement when verbally prompted no more than ? times during ? of ? attempts.

In ? instructional weeks and using movement oriented music and hand over hand prompting, the student will tolerate or enjoy the activity through 1 song by not demonstrating any adverse reactions during ? of ? attempts.

In ? instructional weeks and upon request, the student will demonstrate knowledge of such concepts as behind, over, under, through, between and around by correctly following ? motor commands with ? % accuracy in ? of ? attempts.

In ? instructional weeks and upon request, the student will identify body parts with ? % accuracy in ? of ? attempts.

In ? instructional weeks and upon request, the student will distinguish between left and right on own body with ? % accuracy in ? of ? attempts.

In ? instructional weeks and upon request, the student will display ability to cross the midline by performing alternating toe-touches ? consecutive times in ? of ? attempts.

In ? instructional weeks and upon request, the student will demonstrate bilateral coordination by simultaneously opening and closing opposite fists ? consecutive times in ? of ? attempts.

Section 3

Goals for Locomotor skills

Galloping

In ? instructional weeks and upon request, the student will gallop for a period of ? seconds without breaking the pattern (repeat while leading with opposite foot) during ? or attempts.

In ? instructional weeks and upon request, the student will display the step-slide beginnings of a galloping pattern by turning sideways and performing the step-slide pattern for a minimum of ? full patterns in both directions during ? of ? attempts.

Jumping

Within ? instructional weeks and upon request, the student will take off with both feet simultaneously and jump a distance of ? inches with proper arm swing prior to and upon take-off ? of ? attempts.

Within ? instructional weeks and starting in a crouch position with flexion at the hips, knees, and ankles, the student will swing her arms straight out forward and back ? times and then proceed to jump forward with both feet leaving the ground together while arms push upwards ? of ? attempts.

Within ? instructional weeks and starting in a crouch position with flexion at the hips, knees, and ankles, the student will swing arms straight out forward and back ? times ? of ? attempts.

Within ? instructional weeks, the student will be able to jump in place on both feet in ? of ? attempts.

Within ? instructional weeks, the student will jump down from a step no higher than 6 inches, taking off and landing on both feet in ? of ? attempts.

Within ? instructional weeks and with physical assistance, the student will jump down from a step no higher than 6 inches, taking off and landing on both feet in ? of ? attempts.

Jumping Rope

In 36 instructional weeks with verbal prompting and demonstration, the student will demonstrate self-turning a jump rope and jumping over the rope in a segmented fashion (e.g., throwing the rope overhead and then jumping over without simultaneous action) 5 times consecutively in 4 out of 6 attempts.

In 36 instructional weeks, the student will jump 3 times consecutively (segmented not continuous in motion) over a self-turned rope without touching the rope in 4 out of 6 attempts.

Running/Walking

Within ? instructional weeks and upon the sound of a starting source, the student will demonstrate a functional running pattern by displaying proper flight stage and running a distance of ? in the proper direction and past the finish line during ? of ? attempts.

Within 36 instructional weeks, the student will run a distance of ? and display proper arm/leg opposition, heel-toe weight shift, flexion of the raised leg, leg extension upon impact with the ground, and flight stage ? of ? attempts.

Within ? instructional weeks and given a start command, the student will run a distance of ? meters on the track without stopping and staying inside the running lane ? of ? attempts.

Within ? instructional weeks and given a start command, the student will run alongside a peer or coach a distance of ? meters on the track without stopping ? of ? attempts.

In ? instructional weeks, with one hand held, the student will complete a 50 meter walk/run race on a track without stopping, 2 of 3 attempts.

Within ? instructional weeks and upon request, student will run from one end of the gym to the other without stopping and without physical assistance during ? of ? attempts.

Within ? instructional weeks and given a start command, the student will run alongside a peer the length of the gym without stopping ? of ? attempts.

Within ? instructional weeks and after given a start command, the student will run half the length of the gym independently with only verbal prompts and the second half with verbal and physical prompting if necessary and stopping only one time ? of ? attempts.

Within ? instructional weeks and moving alongside an adult, the student will move forward a distance of ? meters down the track without stopping and engaging in a flight stage for at least ? steps ? of ? attempts.

Within ? instructional weeks and after given a start command, the student will ambulate with increased speed alongside a staff member a distance of 25 meters on the without stopping or flopping to the ground and while staying within 2 lanes (approximately 5 feet), during 3 of 5 attempts.

Within ? instructional weeks and walking along side an adult on the track, the student will walk ? meters without touching the adult and breaking into a flight stage for at least ? steps with only verbal prompting ? of ? attempts.

Within ? instructional weeks, the student will be able to walk with arms lowered to waist for balance and able to start, stop, and change directions without falling, while traveling for a period of ? seconds ? of ? attempts.

Within ? instructional weeks, the student will walk forward with reciprocal arm swing and heel-toe gait a distance of ? feet without falling or holding on for support ? of ? attempts.

Within ? instructional weeks and upon request, the student will walk from one end of the gym to the other with someone walking along side or in front of without stopping and with no more than ? physical prompt during ? of ? attempts.

By the end of ? instructional weeks with verbal prompting, the student will attempt to follow a “leader” (ie peer, teacher or aide) around the gym walking with slight increased speed and without stopping, a minimum distance of ? meters in ? out of ? opportunities.

Within ? instructional weeks, the student will walk the entire length of the gym with someone along side without stopping more than twice and with no more than physical prompts (tapping on the back) during ? of ? attempts.

Within ? instructional weeks, the student, with physical assistance (hand in hand or arm in arm), will walk the entire length of the gym without stopping ? of ? attempts.

Guide Rope/Sighted Guide

Within ? instructional weeks and running with the use of a tether and a sighted guide, the student will run a distance of ? meters, displaying proper arm/leg opposition, heel-toe weight shift, and an adequate stride during ? of ? attempts.

Within ? instructional weeks and with a guide rope stretched out ? meters in length, the student will hold on to a baton placed around the rope and proceed to walk ? meters without stopping and with no more than ? physical prompt and ? verbal prompts ? of ? attempts.

Within ? instructional weeks and with a guide rope stretched out across the length of the gym, the student will hold on to a baton placed around the rope with an adult walking on the other side of the rope with a hand on top of the students and proceed to walk across the gym without stopping and no more than ? physical prompts ? of ? attempts.

Within ? instructional weeks and with a guide rope stretched out across the width of the gym, the student will hold on to a baton placed around the rope and with the other hand hold on to an adults arm and proceed to walk across the gym with no more than ? stop and no more than ? physical prompts ? of ? attempts.

Within ? instructional weeks and running with the use of a tether and a sighted guide, the student will run a distance of ? meters, displaying proper arm/leg opposition, heel-toe weight shift, and an adequate stride during ? of ? attempts.

Walking with Mechanical device
(Gait trainer, walker, crutches, pushing a wheelchair)

Within ? instructional weeks and walking independently in the gait trainer with an adult out in front for verbal encouragement and guidance, the student will walk ? meters starting on command and without stopping ? of ? attempts.

Within ? instructional weeks and standing in the gait trainer with an adult walking in front for verbal guidance, the student will walk ? meters with no physical prompts and without stopping more than once ? of ? attempts.

Within ? instructional weeks and standing in the gait trainer with an adult walking along side for physical prompting, the student will walk ? meters in the gym without stopping more than once during ? of ? attempts.

Within ? instructional weeks and upon a start command, the student, standing behind the wheelchair, will push the chair a distance of ? meters within 2 lane widths on a track, without stopping and with no more than ? verbal prompts ? of ? attempts.

Within ? instructional weeks and upon request, the student will stand behind the wheelchair and push the wheelchair forward for ? seconds with verbal or physical prompting ? of ? attempts.

Within ? instructional weeks and upon request, the student will stand behind the wheelchair and maintain balance for ? seconds ? of ? attempts.

Skipping

In ? instructional weeks and upon request, the student will skip a period of ? seconds without breaking the pattern during ? of ? attempts.

In ? instructional weeks and upon request, the student will display the step-step beginnings of a skipping pattern by performing the step-hop pattern for a minimum of ? full patterns during ? of ? attempts.

Section 4

Goals for Object Control skills

Catching

By the end of ? instructional weeks, given a verbal cue, the student will throw a small ball to a partner and catch the ball on return flight during a game of toss and catch demonstrated by ? of ? consecutive toss/catch patterns.

Within ? instructional weeks, the student will demonstrate a mature catch and appropriate movement into position in ? of ? attempts when thrown a tennis ball from ? feet.

Within ? instructional weeks, the student will demonstrate a mature catch while moving by securing with hands only a softball size ball tossed outside the body frame but no more than ? steps away and tossed from ? feet during ? of ? attempts.

Within ? instructional weeks, the student will demonstrate a mature catch while moving by securing with hands only a slightly deflated beachball size tossed outside the body frame and tossed from ? feet during ? of ? attempts.

Within ? instructional weeks and upon request, the student will independently toss a beanbag above head height and catch with hands only during ? of ? attempts.

In ? instructional weeks, the student will demonstrate self-tossing and catching a lightweight and medium sized ball tossed at head level or higher in ? of ? attempts.

Within ? instructional weeks, the student will catch a beanbag tossed by the instructor from a distance of ? feet ? of ? attempts.

Within ? instructional weeks, the student will successfully secure a softball size lightweight ball tossed from ? feet by grasping and securing the ball with hands only during ? of ? attempts.

Within ? instructional weeks and using a semi-deflated softball size ball tossed from ? feet, the student will secure the ball in any manner ? of ? attempts.

Within ? instructional weeks, the student will successfully secure a slightly deflated beachball tossed from feet by grasping and securing the ball with hands only during ? of ? attempts.

Within ? instructional weeks, the student will successfully visually track a 5-6 inch diameter ball from ? feet above eye level and catch or secure it with any means ? of ? attempts.

Within ? instructional weeks, the student will successfully visually track a small balloon tossed from ? feet above eye level and catch or secure it with any means ? of ? attempts.

By the end of ? instructional weeks when provided with no more than ? verbal or physical prompts to demonstrate a hands ready position, the student will visually track and secure a soft 6” ball with hands and chest tossed from ? feet, in ?, ?, and ? of ? attempts.

Within ? instructional weeks, the student will visually track a softball size soft ball tossed from ? feet at or above eye level and successfully get the hands up in time to block the ball from hitting the head or face ? of ? attempts.

Within ? instructional weeks and while standing, the student will visually track a slightly deflated beachball tossed from ? feet and bring hands up and block the ball before it hits the face or head ? of ? attempts.

Within ? instructional weeks, the student will bounce ball to self, focus eyes on ball, and control it before it bounces twice without physical assistance and with both feet remaining firmly in place ? of ? attempts.

Within ? instructional weeks, the student will visually track a balloon as it approaches and successfully secure the balloon in any manner ? of ? attempts.

Within ? instructional weeks and upon request, the student will visually track and grasp a scarf tossed above eye level and within arms reach during ? of ? attempts.

Within ? instructional weeks, the student will visually track a balloon as it approaches and tap the balloon back to the instructor ? consecutive times during ? of ? attempts.

Within ? instructional weeks, the student will keep a 10-inch balloon in the air for ? continuous taps ? of ? attempts.

Within ? instructional weeks and while standing, the student will visually track a balloon tossed from ? feet and get one or both hands up in enough time to tap the balloon back to the tosser ? of ? attempts.

Within ? instructional weeks and seated in a chair, the student will visually track a balloon as it approaches and tap it back towards the receiver ? of ? attempts.

Within ? instructional weeks, the student will visually track a brightly colored balloon as it approaches and successfully touch it with one or both hands during ? of ? attempts.

Within ? instructional weeks and while seated in a chair, the student will visually track an approaching balloon and with verbal prompting only independently reach out and touch the balloon ? of ? attempts.

Within ? instructional weeks and seated in a chair, the student will visually track a balloon or scarf toss from ? feet in front of him and with physical prompting (hand over his hand) will reach out and touch the object before it falls to the floor or in the lap ? of ? times.

Within ? instructional weeks and seated in a chair, the student will visually track a balloon or scarf as it approaches and descends to the floor and then pick the object up ? of ? attempts.

Within ? instructional weeks, the student will visually track a brightly colored ball attached to a string as it is moved about the visual field for a period of ? seconds without losing visual contact with the ball during ? of ? attempts.

Kicking

In ? instructional weeks and when asked to kick a ball rolled toward him/her from ? feet, the student will run up to and kick the ball forward a distance of ? feet in the intended direction ? of ? attempts demonstrating proper weight transfer, flexion of kicking leg in preparation, and leg extension and follow through upon impact.

In ? instructional weeks and when asked to kick a ball rolled from ? feet, the student will walk up to the ball and kick the ball forward a distance of ? feet with proper weight transfer to opposite foot and some follow through upon impact during ? of ? attempts.

In ? instructional weeks and upon request and with a large playground ball rolled from ? feet, the student will approach the ball as it is rolling and strike the ball with the dominant foot in the intended direction during ? of ? attempts.

In ? instructional weeks and with a ball rolled from ? feet, the student with verbal or physical prompting will walk forward and kick the ball forward ? of ? attempts.

In ? instructional weeks and with a ball placed on the floor ? feet in front of the student, the student will walk up to the ball and kick it forward ? of ? attempts.

Within ? instructional weeks and when asked to kick a stationary ball, the student will approach the ball independently and contact the ball with his dominant foot and propel it a distance of ? feet during ? of ? attempts.

By the end of 36 instructional weeks with hand held assistance, verbal prompting and no more than ? physical prompts, student will kick a large slowly rolled ball from a distance of ? feet during ? out of ? attempts.

Within ? instructional weeks and from a standing position, the student will contact with the dominant foot a large ball placed on the floor within ? inches of the student ? of ? attempts.

In ? instructional weeks upon request with verbal prompts, while staff supported and in a standing position or while using an assistive device (e.g., walker, gait trainer, etc.) the student will kick a playground ball to a minimum distance of ? feet in ? of ? opportunities.

Within ? instructional weeks and from a seated position, the student will independently contact with the dominant foot a large ball placed directly in front of the student ? of ? attempts.

Within ? instructional weeks and from a seated position, the student will contact a large ball placed on the floor directly in front of the student with the dominant foot with physical prompting (moving the lower leg forward) ? of ? attempts.

Punting

In ? instructional weeks and upon request, the student will execute punting a soccer ball while in mid-air with forward and upward movement of the ball, during ? out of ? trials.

Striking

Within ? instructional weeks and given a regulation whiffle ball bat, the student will display a horizontal swing pattern with good bat speed and follow through while successfully striking a softball size ball tossed from ? feet during ? of ? attempts.

Within ? instructional weeks and given a regulation whiffle ball bat, the student will display proper grip, weight transfer, horizontal swing pattern, and proper follow through while striking a larger than softball size ball tossed from ? feet ? of ? attempts.

In ? instructional weeks, with no more than ? verbal and physical prompts and using a small foam bat or regulation whiffle ball bat, the student will make contact with an oversized softball tossed from ? feet demonstrating proper grip and a horizontal striking pattern in ?, ?, and ? of ? attempts.

Within ? instructional weeks, the student will demonstrate a mature striking pattern by hitting ? of ? balloons tossed from ? feet utilizing proper grip and stance, proper hip and trunk rotation, proper weight transfer, and arm extension and follow through.

In ? instructional weeks and given a regulation whiffle ball bat, the student will grip the bat with hands together and display proper weight transfer striking a larger than softball size ball tossed to him from ? feet ? of ? attempts

Within ? instructional weeks, the student will demonstrate a mature striking pattern by hitting ? of ? balls off of a stationary tee utilizing proper grip and stance, hip and trunk rotation, proper weight transfer, arm extension, horizontal swing, and follow through.

Within ? instructional weeks and holding a bat with the proper grip, the student will strike a small beachball off a stationary tee with a horizontal swing pattern and follow through ? of ? attempts.

Within ? instructional weeks and holding a short striking implement in the dominant hand, the student will display a horizontal swing pattern and successfully strike a softball size ball or larger off of a stationary tee on ? of ? attempts.

In ? instructional weeks and using the dominant hand, the student will display a horizontal swing pattern and strike a beachball off a tee ? of ? attempts with good arm speed and follow through.

By the end of ? instructional weeks with a rhythm stick or comparable object placed in the grasp of dominant hand, the student will tap a suspended balloon on a string that is held directly in front with no more than ? verbal prompts in ? of ? attempts.

Striking from Sitting Position (Wheelchair)

Within ? instructional weeks and from a sitting position, the student will demonstrate a mature striking pattern from a sitting position by hitting ? of ? balls utilizing proper grip, trunk rotation, arm extension and follow through.

Within ? instructional weeks and from a sitting position, the student will hold a lightweight bat with both hands, display a horizontal swing pattern and strike ? of ? balls off of a stationary tee with decent bat speed.

Within ? instructional weeks, from a sitting position and holding a short striking implement in the dominant hand, the student will display a horizontal swing pattern and successfully strike a softball size ball or larger off of a stationary tee on ? of ? attempts.

Within ? instructional weeks and from a sitting position, the student will demonstrate mature striking pattern by hitting ? of ? balls off stationary tee with dominant hand.

Overhand Throwing

Within ? instructional weeks and given a softball to throw, the student will throw a softball overhand a distance of ? feet with proper weight transfer and body rotation during ? of ? attempts.

Within ? instructional weeks and given a softball to throw, the student will hold the ball in the dominant hand and throw a softball overhand a distance of ? feet with proper weight transfer and in the intended direction ? of ? attempts.

Within ? instructional weeks and standing ? feet from the wall, the student will successfully throw the ball with the dominant hand in an overhand fashion with proper weight transfer and hit the wall at least ? feet above the floor ? of ? attempts

Within ? instructional weeks and given a softball to throw, the student will stand perpendicular to the target, step in opposition, and throw the ball with the dominant hand towards the target ? of ? attempts

In ? instructional weeks and standing 10 feet from the wall, the student will throw a tennis ball forwards over a line placed 8 feet high on the wall with some weight transfer in opposition ? of ? attempts

Within ? instructional weeks and holding a tennis ball in the dominant hand, the student will start perpendicular to the target, step forward with the opposite foot, and throw the ball overhand a distance of ? feet ? of ? attempts.

Within ? instructional weeks and given a tennis ball, the student will step forward with the opposite foot and throw the ball towards the target ? of ? attempts.

Within ? instructional weeks and given a tennis ball in the dominant hand, the student will propel the ball in a forward direction a distance of ? feet and hit a 2 feet by 2 feet Velcro target ? feet high from the floor ? of ? attempts.

Within ? instructional weeks, using his dominant hand, the student will propel a small ball (tennis ball or yarn ball) forward and hit a target that produces noise (i.e. hands clapping) for locating purposes, is 2 feet high, and a distance of ? feet in ? out of ? attempts

Within ? instructional weeks and given a tennis ball in the dominant hand, the student will propel the ball a distance of ? feet from the wall and hitting the wall at least 36 inches above the floor ? of ? attempts.

Within ? instructional weeks and given a tennis ball in the dominant hand, the student will propel ball over an obstacle 36 inches tall from ? feet away ? of ? attempts.

In ? instructional weeks and given a tennis ball to throw, the student will release the ball in an upward trajectory during ? of ? attempts attempts

In ? instructional weeks and assuming a standing position, the student will propel a tennis ball in the direction to obtain a legal throw using the parameters of the Special Olympics tennis ball throw during ? of ? attempts

Within ? instructional weeks and after placing a tennis ball in the grasp of the right hand and starting with the right hand at or above the right shoulder, the student will voluntarily propel the ball forwards a distance of ? feet ? of ? attempts.

Within ? instructional weeks and after placing a tennis ball in the grasp of the right hand and starting with the right hand at or above the right shoulder, the student will voluntarily propel the ball forwards ? of ? attempts.

Within ? instructional weeks and given a tennis ball in the right hand, the student will propel the ball in a forward direction a distance of ? feet ? of ? attempts.

Within ? instructional weeks and after placing a tennis ball in the grasp of the right hand and starting with the right hand at or above the right shoulder, the student will with hand over hand assistance propel the ball forwards ? of ? attempts.

Within ? instructional weeks and given a tennis ball in the right hand, the student will propel the ball in a forward direction ? of ? attempts.

Within ? instructional weeks and given a tennis ball and upon request, the student will propel the ball in the intended direction with verbal and or physical prompting ? of ? attempts.

Within ? instructional weeks and given a tennis ball in the right hand, the student will propel the ball in any direction with hand over hand assistance if needed ? of ? attempts.

Within ? instructional weeks and given a tennis ball in her right hand, the student will independently reach out and drop the ball in a container ? of ? attempts.

Within ? instructional weeks and holding a tennis ball in the dominant hand, the student, with verbal or physical prompts, will reach out the arm and drop the ball into a container ? of ? attempts.

In ? instructional weeks and given a tennis ball and upon request, the student will reach out his arm and hand the ball to a receiver ? of ? attempts.

Within ? instructional weeks and holding a tennis ball in the dominant hand, the student, with hand over hand assistance will reach out the arm and hand the ball to a receiver ? of ? attempts.

In ? instructional weeks and after placing a plastic ball with holes through a string or rope and suspending the string horizontally across the room just above shoulder height, the student will grasp the ball with the dominant hand and propel it forward along the rope ? of ? attempts.

Underhand Throw

Within ? instructional weeks and upon command, the student will toss a tennis ball underhand hitting a 3 x3 target ? feet away ? of ? attempts, displaying proper weight transfer and pendulum arm swing.

Within ? instructional weeks and with verbal and/or physical prompts, the student will toss an object underhand a distance of ? feet in the intended direction ? of ? attempts.

Within ? instructional weeks and upon request, the student will demonstrate a mature underhand throwing pattern by tossing a ball ? feet, landing within arms reach of the receiver ? of ? attempts utilizing proper weight transfer and pendulum arm swing.

Within ? instructional weeks and upon request, the student will independently utilize pendulum arm swing to underhand toss a hand sized object (e.g., tennis ball, bean bag, etc.) to a large target (e.g., hula hoop) or a partner positioned a minimum distance of ? feet away, in ? out of ? opportunities.

Section 5

Goals for Recreational and Sports

Basketball Dribbling

Within ? instructional weeks and using a basketball, the student will hand dribble the ball while maintaining control to maneuver 4 cones positioned a distance of ? feet apart without touching the cones and changing hands at each cone during ? of ? attempts.

Within ? instructional weeks, given a regulation basketball, the student will dribble the ball with the preferred hand while walking/jogging forward ? meters, only losing control of the ball ? times, ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will dribble the ball straight for ? meters within a time of ? seconds without stopping or losing control of the ball and picking the ball up after the ? meter finish line ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will dribble the ball straight for ? seconds without stopping and without losing control of the ball ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will dribble the ball forward ? seconds without slapping the ball or stopping and without losing control of the ball more than once ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will dribble the ball ? consecutive times without losing control while moving forward ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will dribble the ball from a stationary position at least ? consecutive times without stopping or losing control of the ball more than once ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will stand in one place and dribble the ball with the finger tips of dominant hand ? consecutive times before losing control ? of ? attempts.

Within ? instructional weeks, given a basketball and while standing, the student will demonstrate the ability to dribble a basketball ? consecutive times with one hand, pushing the ball with his fingertips without slapping the ball with the palm, ? of ? attempts.

Within ? instructional weeks, given a basketball, ? seconds and standing stationary, the student will dribble the ball at least ? times while being handed the ball if control is lost ? of ? attempts.

Within ? instructional weeks, given a basketball and ? seconds, the student will bounce the ball a minimum of ? times in ? seconds while being the handed the ball after each time control of the ball is lost and performing at least ? consecutive bounces one time during this ? second period ? of ? attempts.

Within ? instructional weeks and given a basketball, the student will on at least ? occasions within ? seconds bounce the ball at least ? consecutive times before losing control of the ball ? of ? attempts.

Within ? instructional weeks and given a basketball and a start command, the student will bounce the ball a minimum of ? times in ? seconds after being the handed the ball after each time the ball is bounced ? of ? attempts.

Within 24 instructional weeks, given a basketball and ? seconds, each time the student is handed the ball, he will bounce the ball within ? seconds with verbal prompting as necessary ? of ? attempts.

Basketball Shooting

Within ? instructional weeks and using a ? foot goal, the student will demonstrate understanding of and ability to play H-O-R-S-E by completing a game with two other competitors and being verbally prompted fewer than ? times.

Within ? instructional weeks and using a ? foot goal, the student will play a shortened game of H-O-R—S-E (P-I-G) and complete the game with no more than ? prompts.

Within ? instructional weeks and using a ? foot goal, the student will follow the basic rules of H-O-R-S-E by shooting at the same spot if the previous person made the basket and picking a new spot if the previous person missed the shot at least ? percent of the time with no more than ? prompts during a ? minute shooting game.

Using a ? foot goal, the student will demonstrate a functional shooting pattern by making ?% of his shots from between ? and ? feet from the basket during a ? minute shooting period.

Within ? instructional weeks and using a ? foot goal, the student will start with the ball above the waist the propel the ball upwards with both hands and hit the top of the rim or make the basket from a minimum of ? feet ? of ? attempts.

Within ? instructional weeks and using a ? foot goal, the student will demonstrate a functional shooting pattern by hitting the top of the rim or making a basket ? of ? attempts from a minimum distance of ? feet.

Within ? instructional weeks, using a regulation basketball goal, the student will stand ? feet from the hoop and propel the ball upwards to either hit the net, rim, backboard or make baskets while utilizing a volleyball or similar lightweight ball to demonstrate functional basketball shooting in ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will stand ? feet from the basket and with an exaggerated knee bend will propel the ball up and hit the backboard ? of ? attempts.

Within ? instructional weeks and given a regulation basketball, the student will stand ? feet from the wall and performing a deep knee bend, the student will propel the ball over a ? foot line on the wall ? of ? attempts.

In ? instructional weeks, when given instruction, the student will stand ? feet away and toss a junior basketball, or similar ball, into a hula hoop held in the air by an adult or hung from the back of a basketball goal.

Within ? instructional weeks and with 3 hula hoops hung from the back of a ?-foot basket, the student will stand ? meter from the hoops and propel the ball through the upper hoop ? of ? attempts.

Within ? instructional weeks and with 3 hoola hoops hung from over the ? foot basket, the student will stand ? feet from the hoops and propel the ball into the middle hoop with a traditional push shot ? of ? attempts.

Within ? instructional weeks, with 3 hula hoops hung from the back of a ?-foot basket, standing ? meter from the hoops, and using a lightweight volleyball or similar ball, the student will propel the ball through the middle hoop ? of ? attempts.

Within ? instructional weeks and standing ? feet from the gym wall, the student will propel a playground ball up over a line or target placed ? feet high on the wall ? of ? attempts.

Within ? instructional weeks and using a large trash receptacle and a modified ball that can be held in one or both hands, the student will make ? of ? shots from a minimum distance of ? feet.

Special Olympics Advanced Basketball Skills

In ? instructional weeks and utilizing the Special Olympics Advanced Basketball skills, the student will perform all 3 events (shooting, dribbling, and passing) and will score at least 5 points in each of those 3 skills during 3 practices or competitions.

In ? instructional weeks and utilizing the Special Olympics Advanced Basketball skills, the student will dribble the ball through the 10 meter obstacle course using the right hand as she moves around the right side of a cone and use her left hand as she passes on the left side of each cone during 3 of 4 attempts.

In ? instructional weeks and utilizing the Special Olympics Advanced Basketball skills, the student will make at least 1 successful pass attempt through each of the 3 hoops during 3 of 4 attempts.

Soccer

In ? instructional weeks and when asked to kick a ball placed 5 feet in front of the student on a grass field, the student will walk up to the ball and kick the ball forward a distance of ? feet with proper weight transfer to opposite foot and some follow through upon impact during ? of ?attempts.

In ? instructional weeks and with a ball placed on the floor 6 feet in front of the student, student will walk up to the ball and kick it forward ? of ? attempts

In ? instructional weeks and with a ball placed on the grass ? feet in front of the student, the student with verbal or physical prompting will walk forward and kick the ball forward ? of ? attempts.

In ? instructional weeks, the student will alternate toe taps to foot dribble a slightly deflated ball a minimum distance of ? feet without demonstrating a loss of control in ? of ? attempts.

Football

Within ? instructional weeks and using a football and verbal prompts, the student will independently demonstrate a football pass while stepping in opposition to his throwing arm and within arm's reach of a partner standing a distance of ? feet away, in ? of ? attempts.

Bocce

Within ? instructional weeks, the student will demonstrate the ability to play bocce by scoring at least ? points in a game to ? against another person during ? consecutive games.

Within ? instructional weeks, the student will play a bocce game to ? points by scoring at least ? points during the game and playing to the completion of the game with only verbal prompting during ? of ? attempts.

Within ? instructional weeks, the student will toss 4 bocce balls toward a target ball placed a minimum of ? feet away and keep each one within a distance of ? feet ? of ? attempts.

Within ? instructional weeks, the student will toss 4 bocce balls landing ? of ? balls between a ? foot line and a ? foot line ? of ? attempts.

Within ? instructional weeks and with 4 cones placed between ? and ? feet away, the student will toss 3 bocce balls at each cone keeping ? of ? of the balls within ? feet of each cone ? of ? attempts

Within ? instructional weeks, the student will toss 4 modified bocce balls toward a target ball placed a minimum of ? feet away and keep ? of ? of them within a distance of ? feet ? of ? attempts.

Within ? instructional weeks, the student will toss 4 modified bocce balls landing ? of ? balls between a ? foot line and a ? foot line ? of ? attempts.

Within ? instructional weeks with verbal prompts and given a medium sized ball (e.g., softball, boccia ball, bocce ball, etc.), the student will independently utilize pendulum arm swing while rolling the ball a distance of ? feet, during ? of ? attempts.

Within ? instructional weeks and with 4 cones placed between ? and ? feet away, the student will toss 3 modified bocce balls at each cone keeping ? of ? of the balls within ? of each cone during ? of ? attempts.

In ? instructional weeks, given a modified bocce ball and placing a large hoop ? feet away from the throwing line, the student will propel the ball towards the target hoop and either land the ball in the hoop or stop on further than ? feet from the hoop during ? of ? attempts.

Within ? instructional weeks and with a line of cones of other objects placed ? feet away, the student will roll ? modified bocce balls so that ? of ? stop before they hit the cones or travel beyond the cones.

Within ? instructional weeks and given any type of modified bocce ball to roll, the student will stand ? feet from the wall and roll ? of ? balls soft enough so they don't hit the wall.

Within ? instructional weeks, given 4 modified bocce balls to use and rolling the first one out in to the playing area, the student will successfully underhand roll the remaining 3 balls softer or harder than the previous one as requested by the teacher with during ? of ? attempts.

Within ? instructional weeks and given any softball size ball to roll, the student will demonstrate an underhand rolling pattern with proper weight transfer and roll the ball in the intended direction in ? of ? attempts.

In ? instructional weeks, given a modified bocce ball and with a person standing within ? feet of the student, the student will toss or roll the balls in the direction of the person during ? of ? attempts.

In ? instructional weeks with a target placed on the floor in front of the student, the student will visually focus on the target and upon requested go pick up the target object during ? of ? attempts.

Within ? instructional weeks and with a baseball size ball placed the lap, the student will lift the ball with one or both hands and place it inside the modified boccia ramp and hold on to it until told to release it down the ramp during ? of ? attempts

Within ? instructional weeks and with a baseball size ball placed on a modified boccia ramp, the student with place his hand or hands on top the ball and upon command will lift the hand or hands and allow the ball to run down the ramp during ? of ? attempts.

Within ? instructional weeks and with a baseball size ball placed in his lap, the student will lift the ball with one or both hands and place it inside the modified boccia ramp during ? of ? attempts

Boccia

Within ? instructional weeks, the student will play four rounds of a boccia game scoring at least ? points during the game and playing to the completion of the game with only verbal prompting during ? of ? attempts.

Within ? instructional weeks, the student will toss 6 boccia balls toward a target ball placed a minimum of ? feet away and keep each one within a distance of ? feet ? of ? attempts.

Within ? instructional weeks, the student will toss 4 boccia balls landing ? of ? balls between a ? foot line and a ? foot line ? of ? attempts.

Within ? instructional weeks and with 4 cones placed between ? and ? feet away, the student will toss 3 boccia balls at each cone keeping ? of ? of the balls within ? feet of each cone ? of ? attempts.

Within ? instructional weeks, given 4 modified boccia balls to use and rolling the first one out in to the playing area, the student will successfully underhand roll the remaining 3 balls softer or harder than the previous one as requested by the teacher with during ? of ? attempts.

Within ? instructional weeks and with a hula hoop placed 10 feet away , the student will roll 3 of 4 fleece or yarns balls inside the hoop.

Within ? instructional weeks and given any baseball size ball to roll, the student will demonstrate an underhand rolling pattern with proper weight transfer and roll the ball in the intended direction in ? of ? attempts.

Bowling

Within ? instructional weeks and given a minimum ? pound ball, the student will carry the bowling ball to the foul line and displaying a proper grip, proper weight transfer and pendulum arm swing, and will propel the ball down the lane and strike pins ? of ? attempts.

Within ? instructional weeks and given a minimum ? pound bowling ball, the student will demonstrate proper grip, weight transfer, and pendulum arm swing, and roll the ball down the lane knocking down pins in ? of ? frames.

Within ? instructional weeks and given a modified ? pound bowling ball, the student will properly grip the ball and display proper weight transfer while rolling the ball a distance of ? feet knocking down pins in ? of ? attempts with no prompts.

Within ? instructional weeks and given a modified ? pound bowling ball, the student will properly grip the ball and roll the ball ? feet straight down the gym staying within a ? foot wide boundary ? of ? attempts.

Within ? instructional weeks and given a modified ? pound bowling ball and proper fingers placed in the ball, the fingers will remain in the proper holes and the ball will be tossed or rolled forward in the intended direction ? of ? attempts.

Within ? instructional weeks and given a modified ? pound bowling ball, the student will place the appropriate fingers in the holes and propel the ball forward with an underhand pendulum arm swing ? of ? attempts.

In ? instructional weeks with verbal prompting and demonstration, the student will underhand roll a softball sized ball while using pendulum arm swing, stepping in opposition to the throwing hand, and flexing knees so that the ball bounces no more than ? time prior to contacting a ? foot wide target positioned a distance of ? feet away in ? out of ? attempts.

Disc Golf

In ? instructional weeks and given a regular disc, the student will play at least ? holes of disc golf without any prompting and score no more then ? over par on each hole during any one attempt.

In ? instructional weeks and given a regular disc, the student will play at least ? holes of disc golf with verbal prompting and score no more then ? over par on each hole during any one attempt.

In ? instructional weeks and given a regular disc, the student will play ? hole of disc golf with only verbal prompting and score no more then ? over par on the hole during ? of ? attempts.

In ? instructional weeks and given a regular disc, the student will throw it a distance of ? feet demonstrating proper grip, proper preparation of the throwing arm, proper arm and wrist extension upon release and proper weight transfer during ? of ? attempts.

Within ? instructional weeks, given a disc shaped object, the student will assume proper grip-thumb on top with index finger on side, wrap disc inside of arm and wrist in flexed position, and uncoil arm with extension of wrist at release hand in a forward direction to a target/partner for ? feet, ? of ? attempts.

In ? instructional weeks and upon request, the student will demonstrate the ability to propel the disc a distance of ? feet on a plane parallel to the ground and landing within ? feet of the receiver in ? of ? attempts.

In ? instructional weeks and given a regular disc, the student will propel the disc on a parallel plane to the ground a minimum distance of ? feet in ? of ? attempts.

In ? instructional weeks and given a regular disc, the student will demonstrate proper grip and release using both arm and wrist flexion and then extension in ? of ? attempts.

Miniature Golf

In ? instructional weeks and utilizing a nerf golf set and setting up ? "holes", the student will play without any prompting and score no more than ? strokes on any one of the holes during ? of ? attempts.

In ? instructional weeks and utilizing a nerf golf set and setting up ? "holes", the student will play without only verbal prompting and score no more than ? strokes on any one of the holes during ? of ? attempts.

In ? instructional weeks and given a putting implement and a putting carpet at least ? feet in length, the student will demonstrate a proper putting stroke by displaying the proper grip, distance and stroke, and putting the ball within ? inches of the cup during ? of ? attempts from ? feet.

In ? instructional weeks and given a modified putting implement (old tennis racket), the student will hold the putter properly, know where to stand in relation to the ball and putt a yarn ball inside or within ? feet of a hula hoop placed ? feet away in ? of ? attempts.

In ? instructional weeks and given a putting implement, the student will demonstrate the proper grip and successfully putt a ball in the intended direction ? of ? attempts.

Volleyball

Serve

Within ? instructional weeks and standing behind the traditional service line, the student will demonstrate a proper underhand volleyball serve by successfully serving ? of ? attempts over the net and in bounds.

Within ? instructional weeks and standing a distance of ? feet from the net, the student will demonstrate a proper underhand volleyball serve by successfully serving ? of ? attempts over the net and in bounds.

Within ? instructional weeks and standing ? feet from the wall, the student will hold a volley trainer or equivalent in the non-dominant hand and strike in an underhand fashion with the dominant hand hitting the wall above an ? foot mark ? of ? attempts.

Within ? instructional weeks and standing ? feet from the wall, the student will hold a beachball in the non-dominant hand and strike in an underhand fashion with the dominant hand, hitting the wall above an ? foot mark ? of ? attempts.

Within ? instructional weeks and standing in a stationary position, the student will hold a beachball in the non-dominant hand and strike in an underhand fashion with the dominant hand in a forward direction ? of ? attempts.

Volley (Passing)

Within ? instructional weeks and having a ball tossed from the opposite side of the net, the student will demonstrate the proper 2-handed volley, returning the ball successfully over the net in ? of ? attempts.

Within ? instructional weeks and having a ball tossed from the same side of the net and from within ? feet, the student will demonstrate the proper 2-handed volley, returning the ball successfully over the net and in bounds during ? of ? attempts.

Within ? instructional weeks and having a modified volleyball tossed from ? feet, the student will successfully demonstrate the two-hand pass by returning the ball over the head of the tosser during ? of ? attempts.

Within ? instructional weeks and having a beachball tossed from ? feet, the student will strike the ball with both hands simultaneously in the direction of the tosser during ? of ? attempts.

Within ? instructional weeks and having a beachball tossed from ? feet, the student will strike the ball with both hands simultaneously during ? of ? attempts.

Bumping

Within ? instructional weeks and having a ball tossed from the opposite side of the net, the student will demonstrate the proper forearm bump, returning the ball successfully towards the net and at least as high as the net in? of ? attempts.

Within ? instructional weeks and having a ball tossed from the same side of the net and from within ? feet, the student will demonstrate the proper forearm bump, returning the ball successfully towards the net and at least as high as the net during ? of ? attempts.

Within ? instructional weeks and having a modified volleyball tossed from ? feet, the student will successfully demonstrate the forearm bump by returning the ball over the head of the tosser during ? of ? attempts.

Within ? instructional weeks and having a beachball tossed from ? feet, the student will strike the ball with both forearms simultaneously in the direction of the tosser during ? of ? attempts.

Within ? instructional weeks and having a beachball tossed from ? feet, the student will strike the ball with both forearms simultaneously during ? of ? attempts.

Dance

Within 36 instructional weeks, with no prompts, the student will demonstrate a 360 degree turn and remain in a straight line, during a dance routine, 3 of 5 attempts.

Section 6

Goals for Physical Fitness

Physical Fitness

Abdominal Strength

Within ? instructional weeks and given proper instructions, the student will perform ? sit-ups meeting the specifications and time frame stated on the FITNESSGRAM subtest for abdominal strength in ? of ? attempt.

Within ? instructional weeks and placing the sit-up band in the proper place as described in the FITMESSGRAM under the student's body, the student, lying prone with feet flat on the floor and arms resting on the floor, will lift head and shoulders off of the floor enough to slide his/her hands forward enough for the fingertips to touch the far side of the band at least ? times without assistance in ? of ? attempt.

Within ? instructional weeks, the student will demonstrate adequate abdominal strength by independently performing a minimum of ? sit-ups without stopping in ? of ? attempt.

Within ? weeks, the student will Increase abdominal strength by independently performing a minimum of ? crunches (head and shoulders off the floor or mat) without stopping or resting in ? of ? attempt.

Within ? instructional weeks and while lying on the back with feet flat on the floor and hands on the thighs, the student will lift head and shoulders off of the floor high enough to slide hands to the top of the knees and then slide hands back down to the thighs as the head and shoulders return to the floor, and repeat this process ? times without stopping in ? of ? attempt.

Within ? instructional weeks and assuming a sit-up position with feet on the floor and hands at the hips, student will lift head and shoulders off the floor while sliding hands up the thighs just short of the knees for ? repetitions without stopping in ? of ? attempt.

Within ? instructional weeks and assuming a sit-up position, the student will Increase abdominal strength by performing a minimum of ? sit-ups with minimal assistance by a helper sitting over the student's feet and holding on to each of the student's hands and providing the momentum necessary to allow the student to come to a sitting position in ? of ? attempt.

Wheelchair

Within ? instructional weeks and with a piece of theraband placed around the chest of the student sitting in the wheelchair and held in the back of the wheelchair by a helper, the student will lean forward against the resistance of the theraband and back up to a sitting position continuing this process ? times without stopping in ? of ? attempt.

Physical Fitness

Arm Shoulder Strength

Within ? instructional weeks and using the weight room in the high school, the student will independently identify and complete 3 different free weight exercises (bicep curls, shoulder raises, tricep extensions, etc) for ? repetitions each, ? of ? trials.

Within ? instructional weeks, under the supervision and assistance of the PE teacher and using resistance bands, body weight, or dumbbells, the student will complete a routine of 3 arm/shoulder strengthening exercises of ? repetitions each with appropriately challenging resistance, ? of ? attempts.

Within ? instructional weeks and upon request, the student will demonstrate adequate arm/shoulder strength by successfully performing a minimum of ? push-ups with correct form and without stopping ? of ? attempt.

By the end of ? instructional weeks, the student will demonstrate adequate arm/shoulder strength and correct mechanical form by successfully performing a minimum of consecutive ? push-ups following Fitnessgram regulations and within the cadence.

Within ? instructional weeks and upon assuming a proper push up position on hands and feet, the student will complete ? proper push-ups following a cadence of down, up, down, up, down, up provided by a helper during ? of ? attempts.

Within ? instructional weeks, the student will be able to get into a modified, static push up position with his knees on the ground and hold the position with elbows extended, for ? seconds without dropping, ? of ? attempts.

Within ? instructional weeks, the student will complete ? push-ups on toes, keeping body straight from shoulder to heel, and bending the elbow 90 degrees, ? of ? attempts.

Within ? instructional weeks and assuming a static push up position, the student will hold this position for a period of ? seconds in ? of ? attempts.

Within ? instructional weeks and upon request, the student will demonstrate adequate arm/shoulder strength by independently performing a minimum of ? knee push-ups without stopping in ? of ? attempt.

Within ? instructional weeks, to increase arm and shoulder strength, the student will execute ? modified bent knee push-ups with mature form keeping the shoulders, back, and hips in a straight line while bending 90 degrees in the elbows to lower body, ? of ? attempts.

Within ? instructional weeks and upon request, the student will demonstrate adequate arm/shoulder strength by independently performing a minimum of ? wall push-ups without stopping in ? of ? attempt.

Within ? instructional weeks and given appropriate hand weights, the student will perform ? sets of ? repetitions of ? different exercises pertaining to arm-shoulder strength in ? of ? attempt.

Within ? instructional weeks and lying prone on a scooter board, the student will demonstrate adequate arm/shoulder strength by propelling self-forward without feet touching the floor a distance of ? feet within ? seconds in ? of ? attempt.

Within ? weeks and given a Xertube of appropriate resistance, the student will perform ? repetitions of ? different exercises promoting arm-shoulder strength in ? of ? attempt.

Within ? weeks and given a Xertube of appropriate resistance, the student will hold to the handles and perform ? repetitions of ? different upper body exercises with verbal prompts only in ? of ? attempt.

Within ? weeks and given a Xertube of appropriate resistance, the student will hold on to the handles and perform ? different upper body exercises with hand over hand prompting if needed in order to identify the ? that the student enjoys the most in ? of ? attempts.

Wheelchair

Within ? instructional weeks and while sitting in the wheelchair, the student will perform ? wheelchair push-ups displaying full arm extension and without stopping in ? of ? attempt.

CORE

By the end of ? instructional weeks, the student will assume a plank position and maintain body alignment (arms extended and hands in line with shoulders, back flat, on toes. Head neutral) for ? sets of ? seconds in ? of ? trials.

Within ? instructional weeks, using a gait trainer, the student will increase core and leg strength and endurance by tolerating standing for ? consecutive minutes while operating his iPad or manipulating objects, ? of ? trials.

Physical Fitness (Cardio Endurance)

In ? instructional weeks, the student will continue to improve cardiovascular endurance by walking continuously for a distance of ? miles per day ? times a week. When verbally prompted, the student will jog continuously for ? intervals of ? seconds per each mile.

Within ? instructional weeks and with proper shoes on, the student will demonstrate efficient cardio-respiratory endurance by running or jogging continuously for ? minutes in ? of ? attempt.

Within ? instructional weeks, the student will pick a cardio activity from a list of choices (or similar) and participate in the activity ? consecutive minutes, ? of ? attempts.

Within ? instructional weeks and with proper shoes on, the student will demonstrate efficient cardio-respiratory endurance by running or walking continuously for ? minutes in ? of ? attempt.

Within ? instructional weeks and given proper safety instructions, the student will demonstrate efficient cardio-respiratory endurance by riding exercycle continuously for ? minutes in ? of ? attempt.

Within ?instructional weeks, given a pedometer, the student will independently put on the pedometer at the beginning of the school day, wear it all day at school, reaching ? steps during that time, and will record the steps on a step chart in the classroom ? of ? days a week.

Within ? instructional weeks and upon request, the student will demonstrate better cardio-respiratory endurance by completing ? laps around the gym, running the lengths of the gyms and walking the widths of the gym without stopping during ? of ? attempts in ? of ? attempt.

Within ? instructional weeks and upon request, the student will demonstrate better cardio-respiratory endurance by completing ? laps around the gym, running the widths of the gyms and walking the lengths of the gym without stopping during ? of ? attempt.

Within ? instructional weeks, the student will walk around the outside of the basketball court inside the gym ? times without support and without stopping more than ? time(s) in ? of ? attempt.

Within ? instructional weeks and upon request, the student will stand for ? minute, walk one lap around the basketball court, and stand for another ? minute without support or assistance in ? of ? attempt.

Within ? instructional weeks, the student will stand independently for a period of ? minutes without moving to support his body weight on anything or anyone in ? of ? attempt.

Wheelchair or Assistive Devices

Within ? instructional weeks and upon request, the student will demonstrate efficient cardio-respiratory endurance by propelling the wheelchair or walking in the walker continuously for ? minutes in ? of ? attempt.

Within ? instructional weeks and upon request, the student will demonstrate better cardio-respiratory endurance by completing ? laps around the gym, wheeling the lengths of the gyms at a faster pace and wheeling the widths of the gym at a recovery pace in ? of ? attempt.

Within ? instructional weeks and upon request, the student will demonstrate better cardio-respiratory endurance by completing ? laps around the gym, wheeling the widths of the gyms at a faster pace and wheeling the lengths of the gym at a recovery pace during in ? of ? attempt.

Flexibility

Within ? instructional weeks, the student will initiate and complete a routine consisting of ? lower body stretches for ? seconds each (suggestions are but not limited to: touching toes with straight legs, butterfly stretch, hurdler stretch for each leg, and calf stretch)? of ? attempts.

PE Skills specific to Blind/Visual Impaired

Kickball

Within ?instructional weeks, in developing pre-beep baseball and beep kickball skills, the student will listen for, locate, and secure a beeping ball that is placed ? feet away in under ? seconds, ? of ? attempts.

Running

Within ? instructional weeks, given a guide rope or sighted guide, the student will run a distance of ? feet and display proper arm/leg opposition, heel-toe weight shift, flexion of the raised leg, leg extension upon impact with the ground, and flight stage ? of ? attempts.

In ? instructional weeks, with a short tether and sighted guide, student will hold on to the tether and show an increase in speed to run a minimum distance of ? feet without stopping in ? out of ? attempts.

Auditory Tracking

Within ? instructional weeks, the student will improve auditory locating skills by identifying the location of an approaching beeping ball/goal ball by saying “right”, “left”, “in front” or “behind,” and then moving in the identified direction to receive the ball, ? of ? attempts.

Within ? instructional weeks while using a medium sized weighted ball with an auditory cueing device (e.g., goal ball, beep ball, ball with jingles, etc.), the student will locate and retrieve a ball that is slowly rolled to either side of her from a distance of ? feet in ? of ? attempts.

Striking

Within ? instructional weeks, using a lightweight plastic bat and a beeping sound source, the student will complete a two-step process of striking a ball off of a tee, and then running to and securing the beeping source placed ? feet away, ? of ? attempts.

Participation in PE

Within ? instructional weeks, the student will attend PE consistently during ? out of ? days of the week and participate in an activity for a minimum of ? minutes.

Within ? instructional weeks, using a reward/motivator system, the student will consistently participate in APE class activities for ? of ? minutes, with only verbal prompting, ? of ? attempts.

Section 6

Goals for Track and Field

Track and Field Events

In ? instructional weeks and given the choice of 3 different Special Olympics field events outside of the softball throw, the student will choose one, practice it and achieve a legal score during 3 practices or events.

In ? instructional weeks and given the choice of 3 different Special Olympics field events outside of the softball throw, the student will participate in all 3 of these field events and choose the one to participate in.

In ? instructional weeks and given the choice of 3 different Special Olympics field events outside of the softball throw, the student will choose one and be able to successfully perform the skill with verbal and or physical prompting during 3 consecutive practices.

Running Long Jump

Within ? instructional weeks, the student will successfully complete the running long jump by taking off with one foot prior to the foul line and jumping at least ? meter(s) in to the sand during ? of ? attempts.

In ? instructional weeks and using a standard running long jump pit, the student will start at least ? feet from the sand, run and take off of one foot prior to reaching the sand and land in the sand during ? of ? attempts.

In ? instructional weeks and with a jump rope laid out horizontally on the floor, the student will start ? feet from the rope, run towards it and leap over the rope from at least ? inches in ? of ? attempts.

In ? instructional weeks and with a mat placed on the floor at least ? feet from the foul line, the student will run towards the mat and prior to reaching the foul line will take off of one foot and land on the mat ? of ? attempts.

In ? instructional weeks and upon request, the student will take no more than ? steps and perform a leap (taking off of one foot) in ? of ? attempts.

Shot Put

Within ? instructional weeks and given opportunities to try both the running long jump and shot put during track practice, the student will choose one of the two to compete in and then obtained legal scores in that event during participation in at least ? local track and field competitions.

Within ? instructional weeks, the student will demonstrate competency in the shot put by “putting" the shot a minimum distance of ? meters with proper throwing technique ? of ? attempts.

Javelin

Within ? instructional weeks, given a 300 gram plastic javelin and markings of the Special Olympics javelin event layout, the student will utilize proper form to execute ? out of ? legal throws, not stepping over the foul line, the javelin landing tip first, and within the legal boundaries, and the javelin travels ? feet, ? of ? attempts.

Within ? instructional weeks and given a 300 gram javelin, the student will release the javelin above the shoulder, throw it a minimum of 35 feet and hit the tip first on the ground during ? of ? attempts.

Within ? instructional weeks and given a 300 gram javelin, the student will display proper grip and release the javelin with little flexion at the elbow in the intended direction ? of ? attempts.

Within ? instructional weeks and given a 300 gram javelin, the student will throw the javelin forward a minimum distance of ? feet with proper weight transfer ? of ? attempts.

Track

Within ?instructional weeks, utilizing a track, the student will complete a 50 meter dash in ? seconds or less, ? of ? attempts.

Within ? instructional weeks and standing at a start line and upon a start command, the student will run 50 meters to the finish line while staying inside the track lane and with eyes focused straight ahead and not shifting to look around during ? of ? attempts.

Within ? instructional weeks and moving independently upon a start command, the student will move forward a distance of ? meters without stopping, during ? of ? opportunities.

In ? instructional weeks and with ample time to go out to the track, the student will start on command and run 50 meters to the finish line without stopping and staying within the width of two lanes on the track during ? of ? attempts

In ? instructional weeks and given a partner to run with, the student will begin to run a 50 meter dash upon hearing a selected starting signal (whistle or starting gun) and not stop until the finish line is reached ? of ? attempts.

In ? instructional weeks and taken out to the track, the student will run 50 meters upon a start signal and without stopping run to the partner placed 50 meters away during ? of ? attempts.