

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
ADAPTIVE PHYSICAL EDUCATION

Course Number	3056
Department	Physical Education
Length of Course	Two (2) Semesters/One (1) Year
Grade Level	8
Board Approved	March 18, 2010

Description of Course – In middle school, the physical education content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems. There are five overarching model content standards in physical education in the middle school.

Adaptive Physical Education is suited to the interests, capabilities, and limitations of students with physical disabilities which prevent them from participating in the activities of the physical education program.

Rationale for Course – A physically educated person is one who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values, physical fitness, and understand that both are intimately related to health and well being. Adaptive Physical Education provides the physically handicapped student the opportunity to remediate and develop efficient motor skills used in sport activities and daily living. The students are able to explore their abilities and work to their individual capabilities. This individualized program allows the student to develop positive self-image and a level of physical fitness.

Standard 1 – Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

1.1 Objective: (Rhythmic Skills) Identify and demonstrate square dance steps, positions, and patterns set to music.

1.1.1 Performance Indicator: Students will demonstrate square dance steps, positions, and patterns to music.

1.2 Objective: Create and perform a square dance.

1.2.1 Performance Indicator: Students will create and demonstrate a square dance.

1.3 Objective: (Combinations of Movement Patterns and Skills) Demonstrate basic offensive and defensive skills and strategies in team physical activities.

- 1.3.1 Performance Indicator: Students will identify an offensive and defensive strategy for each team sport in which they participate. (For example: identifying man-to man defense in basketball as a defensive strategy and setting a pick as an offensive strategy; appropriate times to bunt in softball as an offensive strategy and placement of infield players as a defensive strategy).
- 1.4 Objective: Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
 - 1.4.1 Performance Indicator: Students will demonstrate locomotor, nonlocomotor, and manipulative skills in various team physical activities.

Standard 2 – Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- 2.1 Objective: (Movement Concepts) Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
 - 2.1.1 Performance Indicator: Students will demonstrate how movement skills transfer from one activity to another. For instance, the overhand throw in softball could be utilized as a pass in basketball.
- 2.2 Objective: Explain the rotation principles used in performing various manipulative skills.
 - 2.2.1 Performance Indicator: Students will explain the rotation principles used in performing various manipulative skills, such as: the spin on a basketball when shooting; throwing a discus in track; or serving in volleyball. (Rotation Principles: topspin, backspin, sidespin, and no spin.)
- 2.3 Objective: Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.
 - 2.3.1 Performance Indicator: Students will be able to discuss the selection of developmentally appropriate physical activities with respect to height and weight and how that affects performance. For instance, during the track and field unit students could be used to consider their own body type to choose appropriate events.
- 2.4 Objective: (Combination of Movement Patterns and Skills) Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.

- 2.4.1 Performance Indicator: Students will evaluate a highly skilled performance, using a rubric that the teacher creates. The evaluation will be used by the students to improve their own performance of the skill.
- 2.5 Objective: Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
 - 2.5.1 Performance Indicator: In a group game teams will be able to diagram, explain and justify offensive and defensive strategies.

Standard 3 – Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Objective: Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
 - 3.1.1 Performance Indicator: Students will participate in the pretest for the Physical Fitness Test and compare their scores with the healthy zone standards.
- 3.2 Objective: Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
 - 3.2.1 Performance Indicator: Following the pretest for the Physical Fitness Test students will compare their scores with the standards and identify needed areas for improvement.
- 3.3 Objective: Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
 - 3.3.1 Performance Indicator: Students, with teacher support, will develop and implement a two week fitness plan for themselves that has the following components: warm-up, cool down, flexibility, muscle endurance, muscle strength, body composition, and aerobic capacity.
- 3.4 Objective: Participate in moderate to vigorous physical activity a minimum of four days each week.
 - 3.4.1 Performance Indicator: Students will participate in moderate to vigorous physical activity a minimum of four days per week.
- 3.5 Objective: Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

- 3.5.1 Performance Indicator: Students will periodically reassess their progress towards their personal fitness goals and make necessary adjustments.
- 3.6 Objective: Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).
 - 3.6.1 Performance Indicator: Students will brainstorm how to participate in a vigorous activity when conditions are atypical and then report to the teacher on how that was achieved.

Standard 4 – Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Objective: Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
 - 4.1.1 Performance Indicator: Students, with the teacher's assistance, will develop a fitness plan for themselves that has the following components; warm-up, cool down, flexibility, muscle endurance, muscle strength, and body composition and aerobic capacity.
- 4.2 Objective: Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
 - 4.2.1 Performance Indicator: Students will generate a list of physical activities that could be done in inclement weather. Students will generate a list of physical activities that could be incorporated to and from school. Students will generate a list of alternate physical activities that could be done when a minor injury has occurred.
- 4.3 Objective: Identify ways of increasing physical activity in routine daily activities.
 - 4.3.1 Performance Indicator: Students will generate a list of ways that they could increase physical activity in their daily routines, such as walking to and from school instead of riding in a car, or always taking the stairs instead of elevators or escalators.
- 4.4 Objective: Identify and apply basic principles in weight/resistance training and safety practices.
 - 4.4.1 Performance Indicator: Students will explain and demonstrate the purposes of training with added weight and resistance in a safe manner.
- 4.5 Objective: Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.

- 4.5.1 Performance Indicator: Students will explain the impact of nutrition and exercise on physical performance, weight control, and self-concept.
- 4.6 Objective: Explain the different types of conditioning for different physical activities.
 - 4.6.1 Performance Indicator: Students will be able to generate a list of conditioning activities for different physical activities. For example, soccer players will need aerobic endurance and muscular strength.

Standard 5 – Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- 5.1 Objective: (Self-Responsibility) Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
 - 5.1.1 Performance Indicator: Students will be observed in a team game working cooperatively with teammates and abiding by the established rules.
- 5.2 Objective: Organize and work cooperatively with a group to achieve the goals of the group.
 - 5.2.1 Performance Indicator: Students will discuss and brainstorm solutions to problems that arise in class activities. Strategies such as rock-paper-scissors, odd-even, and a time out will be utilized.
- 5.3 Objective: Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.
 - 5.3.1 Performance Indicator: Students will choose three physical activities and research the skills and concepts necessary to achieve lifelong fitness.
- 5.4 Objective: (Social Interaction) Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.
 - 5.4.1 Performance Indicator: At the end of an activity or unit students will talk about the individual contributions of each member of the team, and will list the qualities that the most successful team embodied.
- 5.5 Objective: (Group Dynamics) Accept the roles of group members within the structure of a game or activity.
 - 5.5.1 Performance Indicator: When appropriate, students will take turns fulfilling different positions in games. Examples would include a goalie in floor hockey, an official in football game, or team captain.

- 5.6 Objective: Describe leadership roles and responsibilities in the context of team games and activities.
 - 5.6.1 Performance Indicator: Discuss the role and responsibility of the leader in the context of a team game. (For example, a captain may be responsible for reporting scores, handling disputes, assigning positions, assuring inclusion of all players, encouraging fair play, and knowing location and needed equipment for activity.)
- 5.7 Objective: Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.
 - 5.7.1 Performance Indicator: Students will include all members of their team and point values in games could be altered to include all participants. (For example; a goal scored after each team member has touched the ball could be worth two points instead of one.)