

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
ADAPTIVE PHYSICAL EDUCATION

Course Number	3055
Department	Physical Education
Length of Course	Two (2) Semesters/One (1) Year
Grade Level	7
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 interest, 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.

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

- 1.1 Objective: (Manipulative Skills) Demonstrate mature techniques for the following patterns; overhand, sidearm, and underhand throwing; catching, kicking/punting, striking, trapping, dribbling (hand and foot), and volleying.
 - 1.1.1 Performance Indicator: Students will demonstrate during activities proficient skill in throwing, catching, kicking, striking, trapping, dribbling, and volleying.
- 1.2 Objective: (Rhythmic Skills) Perform multicultural dances.
 - 1.2.1 Performance Indicator: Students will be able to perform a minimum of three multicultural dances, such as Los Machetes, the Tarantella, and the Pata Pata.
- 1.3 Objective: (Combinations of Movement Patterns and Skills) Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.

- 1.3.1 Performance Indicator: Students will participate in lead up skill activities that allow for skill development in locomotor, nonlocomotor, and manipulative skills, such as lay-ups in basketball, serving in volleyball, and batting in softball.
- 1.4 Objective: Demonstrate body management and object manipulation skills needed for successful participation in individual and dual physical activities.
 - 1.4.1 Performance Indicator: Students will participate in activities, such as disc sports, table tennis, badminton, and pickle ball.
- 1.5 Objective: Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
 - 1.5.1 Performance Indicator: Students will participate in track and field and combative activities, demonstrating proper body management, and locomotor skills by staying in their lane during sprints, staying in bounds when competing in field events such as shot put, discus, long jump, and safely practicing, and demonstrating self defense skills.

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

- 2.1 Objective: (Manipulative Skill) Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing, catching, kicking/punting, striking; trapping; dribbling (hand and foot), and volleying.
 - 2.1.1 Performance Indicator: Students will list key components needed to demonstrate proper techniques of throwing, catching, kicking, striking, trapping, dribbling, and volleying.
- 2.2 Objective: (Movement Concepts) Analyze movement patterns and correct errors.
 - 2.2.1 Performance Indicator: Students will give and receive feedback to improve skill performance in activities, such as table tennis, track and field, and dance activities, when given a teacher generated rubric for evaluation.
- 2.3 Objective: Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
 - 2.3.1 Performance Indicator: Students will use skill rubrics and task cards to develop goal proficiency in lead up activities for volleyball, basketball, table tennis, softball and motor skills such as jump rope.
- 2.4 Objective: Explain and demonstrate spin and rebound principles for performing manipulative skills.

- 2.4.1 Performance Indicator: Students will demonstrate spin and rebound principles in volleyball, basketball, table tennis, and alternative games.
- 2.5 Objective: Compare and contrast the effectiveness of practicing skills as whole and practicing skills in smaller parts.
 - 2.5.1 Performance Indicator: Students will compare and contrast the effectiveness of practicing skills as a whole or smaller parts in activities such as dance, volleyball, basketball, table tennis, and alternative games. Methods such as jigsaw and peer coaching could be utilized.
- 2.6 Objective: Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
 - 2.6.1 Performance Indicator: Students will be able to identify two offensive and two defensive strategies.
- 2.7 Objective: (Combination of Movement Patterns and Skills) Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.
 - 2.7.1 Performance Indicator: Student groups will create a game that will be taught to another group. The games should incorporate basic offensive and defensive strategies and a scoring system, such as creating plays in flag football.

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

- 3.1 Objective: Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related 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: Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
 - 3.2.1 Performance Indicator: Students will after a set period of time, reevaluate their pretest fitness scores and evaluate progress.
- 3.3 Objective: Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.

- 3.3.1 Performance Indicator: Students will assess, set, and meet Physical Fitness Test standards.
- 3.4 Objective: Plan a weekly personal physical fitness program in collaboration with the teacher.
 - 3.4.1 Performance Indicator: Students will plan a weekly personal physical fitness program.
- 3.5 Objective: Participate in moderate to vigorous physical activity a minimum of four days each week.
 - 3.5.1 Performance Indicator: Students will participate in moderate to vigorous physical activity a minimum of four days a week.
- 3.6 Objective: Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
 - 3.6.1 Performance Indicator: Students will assess periodically their progress towards their Physical Fitness Test goals.

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

- 4.1 Objective: Develop a one-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 teacher assistance will plan a personal physical fitness program, with the following components: warm-up and cool down activities and the FIT principle (Frequency, Intensity, and Time) as it applies to each area of the Physical Fitness Test.
- 4.2 Objective: Identify physical activities that are effective in improving each of the health-related physical fitness components.
 - 4.2.1 Performance Indicator: Students will be able to list activities that are effective in improving each of the Physical Fitness Test components.
- 4.3 Objective: Match personal preferences in physical activities with each of the five components of health-related physical fitness.
 - 4.3.1 Performance Indicator: Within their weekly personal fitness program, students will match personal preference in physical activities with the five components tested by the Physical Fitness Test muscle strength, muscle endurance, body composition, flexibility, and aerobic capacity.

- 4.4 Objective: Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.
 - 4.4.1 Performance Indicator: Students will take their heart rate before, during, and after exercise and identify whether or not they are in their target heart rate zone (THR).
- 4.5 Objective: Describe the role of physical activity and nutrition in achieving physical fitness.
 - 4.5.1 Performance Indicator: Students will identify their BMI (body mass index) via the Physical Fitness Test and discuss how physical activity and good nutrition impact this measure.
- 4.6 Objective: Identify and apply the principles of overload in safe, age-appropriate activities.
 - 4.6.1 Performance Indicator: Students will describe what overload is and its necessity for improvement of fitness level.
- 4.7 Objective: Explain progression, overload, and specificity as principles of exercise.
 - 4.7.1 Performance Indicator: Students will identify progression, overload, and specificity in a fitness activity.
- 4.8 Objective: Discuss the effect of extremity growth rates on physical fitness.
 - 4.8.1 Performance Indicator: Students will identify how height and weight and other physical factors impact physical fitness.

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) Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
 - 5.1.1 Performance Indicator: Students will identify both safe and unsafe behaviors and demonstrate safe behavior during activities like weightlifting, group building and combative activities.
- 5.2 Objective: Accept responsibility for individual improvement.
 - 5.2.1 Performance Indicator: Students will use self-evaluation methods at the end of units to assess their improvement.

- 5.3 Objective: (Social Interaction) Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
 - 5.3.1 Performance Indicator: Students will work cooperatively with more or less skilled peers.
- 5.4 Objective: (Group Dynamics) Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
 - 5.4.1 Performance Indicator: Students will list five things that they can see and five things that they could hear in a physical education that would show encouragement.
- 5.5 Objective: Identify the responsibilities of a leader in physical activity.
 - 5.5.1 Performance Indicator: Students will list five characteristics of a good leader.