
PHYSICAL EDUCATION

Physical education is an integral part of the total educational process. It emphasizes vigor and healthy educational activities that increase a student's opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well being, as well as active lifestyles.

The physical education instructional program is directed toward the attainment of physical fitness and the development of motor abilities and skills, leading to a life-long commitment to the pursuit of physical activity and individual excellence. Program goals embrace the development of positive self-concepts, self-realization, and social and race/human relations.

MAJOR GOALS

- Development of efficient and effective motor skills and an understanding of the basic principles involved.
- Maintenance of the best possible level of performance, understanding, and appreciation for physical fitness in order to meet the demands of wholesome living and emergency situations.
- Awareness and understanding of the body and of its

structure, functions, and movements as parts of the whole person and as important means of expression.

- Socially desirable behavior involving movement in interactions with others.
- Interest and proficiency in using skills essential for successful participation in worthwhile physical recreational activities.
- Appreciation of the concept of physical activity as a positive and enjoyable aspect of dynamic living.
- Individual excellence.

STANDARDS

In 1999, the San Diego Unified School District Board of Education adopted content and performance standards in physical education, with the understanding that those standards would guide district curriculum and instruction until such time as the California State Board of Education adopted physical education standards. In January 2005 the state board did approve content standards in physical education for kindergarten through grade 12. The new state standards supersede those previously adopted by the district and may be found on-line at:

www.cde.ca.gov/be/st/ss/

Elementary Physical Education Courses (Grades K–6)

Grade	Kindergarten	1	2	3	4	5	6
Required	200 minutes required every 10 school days in Physical Education or Adapted Physical Education. In Adapted Physical Education, exceptions may be indicated on student's IEP.						
Setting/ Courses	Physical Education Adapted Physical Education						

KINDERGARTEN

MAJOR TOPICS OR SETTINGS

Activity Units: Creative rhythms and song games; easy-to-learn games; apparatus activities and stunts; individual and dual activities; body mechanics; games and dances from various cultures, especially those represented by students in the class; locomotor and nonlocomotor discovery; body part identification.

SKILLS EMPHASIZED

Movement, locomotor and nonlocomotor; rhythm; physical fitness; beginning ball skills.

This level of instruction is intended to help students meet physical education content standards K.1 through K.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

SPARK (K–2), San Diego State University, 2000.
CATCH (K–2), UCSD Division of Community Pediatrics, 2000.

SUPPLEMENTAL RESOURCES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.
Out of This World Games, Grade K–3, San Diego Unified School District, 1990, Item No. 2934.

GRADE 1

MAJOR TOPICS OR SETTINGS

Activity Units: Warm-ups; apparatus; ball handling; running/tagging; rope jumping; hoops; parachute; balls; inclement weather activities.

SKILLS EMPHASIZED

Gross motor activities: running, jumping, galloping, hopping, marching, sliding, and skipping; rhythms; beginning ball; physical fitness; over, under, behind, and through.

This level of instruction is intended to help students meet physical education content standards 1.1 through 1.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

SPARK (K–2), San Diego State University, 2000.
CATCH (K–2), UCSD Division of Community Pediatrics, 2000.

SUPPLEMENTAL RESOURCES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.
Out of This World Games, Grade K–3, San Diego Unified School District, 1990, Item No. 2934.

GRADE 2

MAJOR TOPICS OR SETTINGS

Activity Units: Warm-ups; apparatus; ball handling; running/tagging; rope jumping; hoops; parachute; rhythms; inclement weather activities; cooperative activities.

SKILLS EMPHASIZED

Physical fitness; stunts and tumbling; ball handling; rope jumping; running and tagging; rhythms; hoops; parachutes; moving backwards.

This level of instruction is intended to help students meet physical education content standards 2.1 through 2.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

SPARK (K–2), San Diego State University, 2000.
CATCH (K–2), UCSD Division of Community Pediatrics, 2000.

SUPPLEMENTAL RESOURCES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.
Out of This World Games, Grade K–3, San Diego Unified School District, 1990, Item No. 2934.

GRADE 3

MAJOR TOPICS OR SETTINGS

Activity Units: Physical fitness; circle and running; kicking and striking; net games; tumbling; apparatus; rhythms and dance; cooperative game activities; integrated activities.

SKILLS EMPHASIZED

Running, kicking, and striking; net activities; stunts and tumbling; use of the apparatus; rhythms and dance; balance.

This level of instruction is intended to help students meet physical education content standards 3.1 through 3.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

SPARK (3–6), San Diego State University, 2000.
CATCH (3–5), UCSD Division of Community Pediatrics, 2000.

SUPPLEMENTAL RESOURCES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.
Out of This World Games, Grade K–3, San Diego Unified School District, 1990, Item No. 2934.

GRADE 4

MAJOR TOPICS OR SETTINGS

Activity Units: Physical fitness; beginning sport skills; net games; stunts and tumbling; dance; recreational and inclement weather activities; cooperative games; parachute; ball handling; hula hoops; single and double-dutch rope jumping; anatomy; integrated learning.

SKILLS EMPHASIZED

Physical fitness; running, kicking, and striking; volleying, dribbling; stunts and tumbling; dance; manipulating objects.

This level of instruction is intended to help students meet physical education content standards 4.1 through 4.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

SPARK (3–6), San Diego State University, 2000.
CATCH (3–5), UCSD Division of Community Pediatrics, 2000.

SUPPLEMENTAL RESOURCES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.
Activities for Physical Education, Grades 4–6, San Diego Unified School District, 1993, Item No. 2931.

GRADE 5**MAJOR TOPICS OR SETTINGS**

Activity Units: Physical fitness; parachute; rope jumping; hula hoops; stunts and tumbling; anatomy; integrated learning; cooperative games.

SKILLS EMPHASIZED

Physical fitness; sport skills; stunts and tumbling; dance; object manipulation.

This level of instruction is intended to help students meet physical education content standards 5.1 through 5.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

SPARK (3–6), San Diego State University, 2000.
CATCH (3–5), UCSD Division of Community Pediatrics, 2000.

SUPPLEMENTAL RESOURCES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.
Activities for Physical Education, Grades 4–6, San Diego Unified School District, 1993, Item No. 2931.

GRADE 6**MAJOR TOPICS OR SETTINGS**

Activity Units: Physical fitness; parachute; rope jumping; hula hoops; dance; net games; stunts and tumbling; anatomy; integrated learning; sport skills; cooperative games; track and field.

SKILLS EMPHASIZED

Physical fitness; object manipulation; dance; stunts and tumbling; social skills; throw a variety of objects.

This level of instruction is intended to help students meet physical education content standards 6.1 through 6.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

SPARK (3–6), San Diego State University, 2000.

SUPPLEMENTAL RESOURCES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.
Activities for Physical Education, Grades 4–6, San Diego Unified School District, 1993, Item No. 2931.

Physical Education Courses (Grades 5–12)

Districtwide* Course Sequence

		Grade Level			
		5 [†]	6 [†]	7	8
Requirements		Two hundred minutes every 10 school days.		Required year course at each grade level; 400 minutes every 10 school days.	
Courses		Physical Education 5th (5508)	Physical Education 6th (5505)	Physical Education 7th (5501)	Physical Education 8th (5502)
		Physical Education 6th-8th (5506) Independent Study Physical Education 6th-8th (5904)			
		9	10	11	12
Requirements		Two semester credits	Two semester credits in grades 10–12; 8 semester credits maximum in grades 9–12		
Courses		Physical Education 1,2 (5503, 5504) Physical Education (Multilevel) Junior High (5511)	Physical Education 3,4 (5701, 5702)	Physical Education 5,6 (5703, 5704)	Physical Education 7,8 (5705, 5706)
		Independent Study Physical Education 9th–12th (5905) Physical Education (Multilevel) Senior High (5711) Physical Education—Drill Team (5842) Physical Education—Interscholastic Athletics (5712) Physical Education—Marching Band Unit (5843)			
		Theatre Dance 1,2 (5960, 5961) [§]			

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are described in *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, PeopleSoft item number 3470.

† For middle school students in grades 5 or 6.

§ Described in the Visual and Performing Arts section of this publication.

The following course descriptions are arranged **alphabetically**. Refer to the chart on page PE-5 for guidance.

INDEPENDENT STUDY PHYSICAL EDUCATION 6TH–8TH (5904)

INDEPENDENT STUDY PHYSICAL EDUCATION 9TH–12TH (5905)

Grade level: 6-12

Prerequisites: None

Course duration: One-semester course; multiple credit allowed

Subject area in which graduation credit is given:
5904: Does not apply; 5905: Physical Education/
Military Science

COURSE DESCRIPTION

The following recommended guidelines for developing independent physical education study are adapted from the district's on-site independent study program. Students who are interested in independent study should contact their school's principal. Approval for participation is based on California Education Code Sec. 51745 and Sec. 51746). See district Administrative Procedure 4179 for further guidance.

1. No course required for high school graduation may be offered *exclusively* through independent study (§ 51225.3).
2. Independent study is an optional educational alternative and may be provided to the student *only* if he or she is offered the alternative of instruction at the site.
3. Students must provide an acceptable reason for requesting independent study.
4. Students must file a written plan indicating their educational objectives and how these objectives support state and district content and performance standards.
5. An administrator or appropriate designee (preferably an experienced certified physical education teacher) must agree to supervise and assess each student's progress.
6. The student, his or her parent or guardian, the certified employee designated as responsible for the general supervision of the independent study program, and all persons who have direct

responsibility for providing assistance to the student must sign a written agreement before the beginning of the independent study program.

7. A system to collect evidence that the student is working independently to complete the program must be established and must include:
 - A log record to demonstrate that the student completes a minimum of 400 minutes of physical activity every 10 days, signed by the supervising adult at the site of learning.
 - A portfolio that contains artifacts and written reflections that address objectives and standards.
 - Progress reports (a minimum of three during the semester), including conferences with the student and supervising certified teacher.
8. A policy regarding the manner, frequency, time, and place for submitting the student's assignments and for reporting his or her progress must be established.
9. The supervising teacher should provide specific resources and support to the student completing independent study.
10. The plan must include a statement indicating the duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement may be valid for any period longer than one semester.

PHYSICAL EDUCATION 1,2 (5503, 5504)

Grade level: 9

Prerequisites: None

Course duration: Two-semester course

Subject area in which graduation credit is given:
Physical Education/Military Science

COURSE DESCRIPTION

This course is an intermediate extension of instruction initiated in Physical Education 7th and 8th, with new emphasis on intermediate skills in dance, team sports, and games, and with movement toward more dual and individual activities. Physical fitness will continue to receive major emphasis. In four-year high schools, this course will serve as an introductory course to senior high physical education.

BASIC TEXTS AND TEACHING GUIDES

M-SPAN, San Diego State University, 2000.

SUPPLEMENTAL RESOURCES

Prudential FITNESSGRAM, Cooper Institute, 1999.

Physical Education Framework, California Department of Education, 1994.

Spindt, *Moving with Confidence, Step 1*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving with Skill, Step 2*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving As a Team, Step 3*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Teacher's Resource Book, Steps 1, 2, and 3*, Kendall/Hunt, 1993.

Spindt, *Moving for Life*, teacher's guide, portfolio, Parts 1 & 2, Kendall/Hunt, 1993.

Rohnke, *Silver Bullets, a Guide to Initiative Problems*, Project Adventure, 1984.

PHYSICAL EDUCATION 3,4 (5701, 5702)

Grade level: 10

Prerequisites: Physical Education 1,2

Course duration: Two-semester course

Subject area in which graduation credit is given:
Physical Education/Military Science

COURSE DESCRIPTION

This course has continued emphasis on the refinement of intermediate skills introduced in middle-level schools and the ninth grade. The course includes physical fitness activities, beginning instruction in sports and games of the senior high school program (primarily individual and dual activities), and dance.

This level of instruction is intended to help students meet physical education content standards 10.1 through 10.8 (see the introduction to this section of the *Course of Study, K–12*), as well as to help them meet the related performance standards.

BASIC TEXTS AND TEACHING GUIDES

Physical Education Framework, California Department of Education, 1994.

Prudential FITNESSGRAM, Cooper Institute, 1999.

PHYSICAL EDUCATION 5,6 (5703, 5704)

Grade level: 11

Prerequisites: None

Course duration: Two-semester course

Subject area in which graduation credit is given:
Physical Education/Military Science

COURSE DESCRIPTION

This course reinforces earlier physical education instruction, with continued emphasis on physical fitness and opportunities for students to pursue instructional areas of interest. The primary focus is on advanced skills and knowledge development in individual and dual lifetime sports and physical fitness.

BASIC TEXTS AND TEACHING GUIDES

Physical Education Framework, California Department of Education, 1994.

Prudential FITNESSGRAM, Cooper Institute, 1999.

PHYSICAL EDUCATION 7,8 (5705, 5706)

Grade level: 12

Prerequisites: None

Course duration: Two-semester course

Subject area in which graduation credit is given:
Physical Education/Military Science

COURSE DESCRIPTION

This course reinforces earlier physical education instruction, with continued emphasis on physical fitness and opportunities for students to pursue instructional areas of interest. The primary focus is on advanced skills and knowledge development in individual and dual lifetime sports and physical fitness.

BASIC TEXTS AND TEACHING GUIDES

Physical Education Framework, California Department of Education, 1994.

Prudential FITNESSGRAM, Cooper Institute, 1999.

PHYSICAL EDUCATION 5TH (5508)**Grade level:** 5**Prerequisites:** None**Course duration:** One year**COURSE DESCRIPTION**

No description of this course was provided for this publication. Please consult personnel in the Physical Education Program office ([619] 725-7126) for additional information.

PHYSICAL EDUCATION 6TH (5505)**Grade level:** 6, middle level**Prerequisites:** None**Course duration:** Two-semester course**COURSE DESCRIPTION**

Activity units for the course emphasize physical fitness, cooperative activities, rhythms and dance, stunts/tumbling, racquet skills, multicultural games, Frisbee® discs, basketball, and softball. Skills emphasized are physical fitness, social skills, dance, and object manipulation.

BASIC TEXTS AND TEACHING GUIDES

M-SPAN (6–8), San Diego State University, 2000.

SUPPLEMENTAL RESOURCES

Prudential FITNESSGRAM, Cooper Institute, 1999.

Physical Education Framework, California Department of Education, 1994.

Spindt, *Moving with Confidence, Step 1*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving with Skill, Step 2*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving As a Team, Step 3*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Teacher's Resource Book, Steps 1, 2, and 3*, Kendall/Hunt, 1993.

Spindt, *Moving for Life*, teacher's guide, portfolio, Parts 1 & 2, Kendall/Hunt, 1993.

Rohnke, *Silver Bullets, a Guide to Initiative Problems*, Project Adventure, 1984.

PHYSICAL EDUCATION 6TH–8TH (5506)**Grade level:** 6–8**Prerequisites:** None**Course duration:** One year; may be repeated for credit.**COURSE DESCRIPTION**

No description of this course was provided for this publication. Please consult personnel in the Physical Education Program office ([619] 725-7126) for additional information.

PHYSICAL EDUCATION 7TH (5501)**Grade level:** 7**Prerequisites:** None**Course duration:** Two-semester course**COURSE DESCRIPTION**

This is an introductory course that includes orientation to junior high physical education, physical fitness activities, beginning instruction in formal sports and games (primarily team and group activities), health instruction related to physical activity, and dance.

BASIC TEXTS AND TEACHING GUIDES

M-SPAN, San Diego State University, 2000.

SUPPLEMENTAL RESOURCES

Prudential FITNESSGRAM, Cooper Institute, 1999.

Physical Education Framework, California Department of Education, 1994.

Spindt, *Moving with Confidence, Step 1*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving with Skill, Step 2*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving As a Team, Step 3*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Teacher's Resource Book, Steps 1, 2, and 3*, Kendall/Hunt, 1993.

Spindt, *Moving for Life*, teacher's guide, portfolio, Parts 1 & 2, Kendall/Hunt, 1993.

Rohnke, *Silver Bullets, a Guide to Initiative Problems*, Project Adventure, 1984.

PHYSICAL EDUCATION 8TH (5502)

Grade level: 8

Prerequisites: None

Course duration: Two-semester course

COURSE DESCRIPTION

The introductory instruction initiated in Physical Education 7th is extended, with continued emphasis on physical fitness and refinement of team sport skills and games, individual and dual activities, health instruction, and dance.

BASIC TEXTS AND TEACHING GUIDES

M-SPAN, San Diego State University, 2000.

SUPPLEMENTAL RESOURCES

Prudential FITNESSGRAM, Cooper Institute, 1999.
Physical Education Framework, California Department of Education, 1994.

Spindt, *Moving with Confidence, Step 1*, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.

Spindt, *Moving with Skill, Step 2*, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.

Spindt, *Moving As a Team, Step 3*, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.

Spindt, *Teacher’s Resource Book, Steps 1, 2, and 3*, Kendall/Hunt, 1993.

Spindt, *Moving for Life*, teacher’s guide, portfolio, Parts 1 & 2, Kendall/Hunt, 1993.

Rohnke, *Silver Bullets, a Guide to Initiative Problems*, Project Adventure, 1984.

PHYSICAL EDUCATION – DRILL TEAM (5842)

Grade level: 9–12

Prerequisites: Grade-point average of 2.0 in scholarship and citizenship for the preceding grading period. See District Procedure No. 4350. Grade 9 students are eligible only if attending a four-year high school.

Course duration: One-semester course

Subject area in which graduation credit is given: Physical Education/Military Science

COURSE DESCRIPTION

This course includes physical fitness activities and instruction in performing activities during the fall sports season. *Students participate in the regular instructional activities for their grade levels during the remainder of the semester.*

BASIC TEXTS AND TEACHING GUIDES

Physical Education Framework, California Department of Education, 1994.

Prudential FITNESSGRAM, Cooper Institute, 1999.

PHYSICAL EDUCATION – INTERSCHOLASTIC ATHLETICS (5712)

Grade level: 9–12

Prerequisites: Grade-point average of 2.0 in scholarship and citizenship for the preceding grading period, parent’s and physician’s approval, and insurance coverage. See district Administrative Procedure 4350.

Course duration: One-semester course

Subject area in which graduation credit is given: Physical Education/Military Science

COMPETITIVE SPORTS

Boys

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Cross Country	Basketball	Baseball
Football	Wrestling	Swimming
Water Polo	Soccer	Tennis
		Track and Field
		Volleyball

Girls

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Golf	Basketball	Track and Field
Cross Country	Soccer	Softball
Tennis	Water Polo	Swimming
Volleyball		
Field Hockey		

Club

Fall and Spring

Golf

Coed

Spring

Badminton

COURSE DESCRIPTION

This is the competitive sports program for students who wish to devote more time and effort to specific sports activities. Many district regulations prescribe the manner of operation. When not involved in a current sport, students engage in the regular physical education instructional activities for their grade levels. Major emphasis is on individual and dual lifetime sports. For further information, see index to District Procedures.

BASIC TEXTS AND TEACHING GUIDES

Physical Education Framework, California Department of Education, 1994.
Coach's Handbook, SDUSD Athletic Department, 2001.

PHYSICAL EDUCATION – MARCHING BAND UNIT (5843)

Grade level: 9–12

Prerequisites: Consent of instructor, concurrent enrollment in band; Grade 9 students are eligible for enrollment only if attending a four-year high school.

Course duration: One-semester course

Subject area in which graduation credit is given: Physical Education/Military Science

COURSE DESCRIPTION

This fall-semester course includes physical fitness activities and instruction in performing marching activities. All students enrolled in the class must also be concurrently enrolled in band and must make progress toward meeting the goals of the required physical education testing program.

BASIC TEXTS AND TEACHING GUIDES

Physical Education Framework, California Department of Education, 1994.
Prudential FITNESSGRAM, Cooper Institute, 1999.

PHYSICAL EDUCATION (MULTILEVEL) JUNIOR HIGH (5511)

Grade level: 9

Prerequisites: None

Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION

No description of this course was provided for this publication. Please consult personnel in the Physical Education Program office ([619] 725-7126) for additional information.

PHYSICAL EDUCATION (MULTILEVEL) SENIOR HIGH (5711)

Grade level: 9–12

Prerequisites: None

Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION

No description of this course was provided for this publication. Please consult personnel in the Physical Education Program office ([619] 725-7126) for additional information.

SPECIAL EDUCATION PHYSICAL EDUCATION COURSES

ADAPTED PHYSICAL EDUCATION, ELEMENTARY LEVEL

MAJOR TOPICS

Activity Units: The activity units in elementary school adapted physical education are designed to meet the special motor skills, functional movement/game skills, and physical fitness needs of the students served. Whenever possible, the units and activities are as much like and integrated into regular physical education offerings as possible. Students enrolled in direct service adapted physical education typically participate one to two times weekly; additional service delivery options and participation in regular education programs are utilized as appropriate and possible to do so. These services include (1) participation in regular physical education; (2) participation in regular physical education with appropriate modifications; (3) specially designed physical education; (4) adapted physical education (which could mean direct service, collaboration, or consultation).

The physical education content and performance standards are intended to provide guidance regarding what is expected of students in this course. A student's IEP will indicate which standards are appropriate for that student.

BASIC TEXTS AND TEACHING GUIDES

Prudential FITNESSGRAM, Cooper Institute, 1999.
Physical Education Framework, California Department of Education, 1994.

Current district and state program guidelines and advisories.

ADAPTED PHYSICAL EDUCATION 5TH (5509)

ADAPTED PHYSICAL EDUCATION 6TH- 8TH (5510)

ADAPTED PHYSICAL EDUCATION 9TH- 12TH (5710)

Grade level: 5–12

Prerequisites: Eligibility for Special Education and Individual Education Plan (IEP)

Course duration: One-semester course; multiple credit allowed

Subject area in which graduation credit is given:

5509: Does not apply; 5510: Does not apply; 5710: Physical Education/Military Science

COURSE DESCRIPTION

This course is for students eligible for Special Education and evaluated as having exceptional needs in physical education. It is a diversified program of developmental activities, functional recreation/leisure skills, games, sports, and rhythms suited to the needs, interests, capabilities, and limitations of students who may not safely or successfully engage in the vigorous activities of the general physical education program. Instructional units are designed to carry out the provisions of the IEP. IEP teams will consider all of the physical education service delivery options and utilize the least restrictive service. Physical education service delivery options include (1) participation in regular physical education; (2) participation in regular physical education with appropriate modifications; (3) specially designed physical education; (4) adapted physical education (which could mean direct service, collaboration, or consultation).

BASIC TEXTS AND TEACHING GUIDES

M-SPAN, San Diego State University, 2000.

SUPPLEMENTAL RESOURCES

Prudential FITNESSGRAM, Cooper Institute, 1999.

Physical Education Framework, California Department of Education, 1994.

Spindt, *Moving with Confidence, Step 1*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving with Skill, Step 2*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Moving As a Team, Step 3*, physical education portfolio, teacher's edition, Kendall/Hunt, 1993.

Spindt, *Teacher's Resource Book, Steps 1, 2, and 3*, Kendall/Hunt, 1993.

Spindt, *Moving for Life*, teacher's guide, portfolio, Parts 1 & 2, Kendall/Hunt, 1993.

Rohnke, *Silver Bullets, a Guide to Initiative Problems*, Project Adventure, 1984.

Current district and state program guidelines and advisories.