

Florida Department of Education

**COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Miscellaneous
Course Number: 7815010
Course Title: Physical Education: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

The content should include, but not be limited to, the following:

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across

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all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but not master the benchmark listed for each course requirement. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Perform physical movement skills at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 1.1. Use a variety of basic locomotor movements.
Specify: ___ walking ___ running ___ skipping
 ___ hopping ___ sliding ___ other: _____
- 1.2. Use a variety of basic non-locomotor skills.
Specify: ___ bending ___ twisting ___ stretching
 ___ turning ___ lifting ___ other: _____
- 1.3. Use a variety of basic object control skills.
Specify: ___ underhand throw ___ overhand throw ___ catch
 ___ kick and strike ___ dribble ___ other: _____
- 1.4. Use simple combinations of basic movement skills.
Specify: ___ locomotor ___ non-locomotor ___ rhythmical skills
 ___ object control ___ body control ___ other: _____
- 1.5. Use control in balance activities on a variety of body parts.
Specify: ___ one foot ___ one hand and one foot
 ___ hands and knees ___ other: _____
- 1.6. Use control in travel activities on a variety of body parts.
Specify: ___ forward travel ___ backward travel
 ___ changing direction ___ changing speed
 ___ other: _____
- 1.7. Use smooth transitions between sequential motor skills (e.g., running into a jump).

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- 1.8. Use adaptive/assistive devices to perform various motor skills.
Specify: _____ locomotor _____ non-locomotor _____ travel skills
 _____ object control _____ body control _____ other: _____
- 1.9. Accept assistance with and participate in performing various motor skills.
Specify: _____ locomotor _____ non-locomotor _____ travel skills
 _____ object control _____ body control _____ other: _____
- 1.10. Accept assistance with and participate in using adaptive/assistive devices to perform various motor skills.
Specify: _____ locomotor _____ non-locomotor _____ travel skills
 _____ object control _____ body control _____ other: _____

2. Perform skills in individual and team activities at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 2.1. Use basic movement and object control skills for a variety of games, sports, and dances (e.g., basketball chest pass, serving a volleyball, hitting a softball with a bat).
- 2.2. Use object control skills for selected games and sports (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass).
- 2.3. Use proper form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills for selected games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, passing, shooting, and dribbling for soccer).
- 2.4. Use appropriate form in balance activities on a variety of apparatuses (e.g., balance board, balance beam).
- 2.5. Use beginning strategies for net and invasion games (e.g., keep object going with partner using striking pattern, place ball away from opponent in a racket sport, using hand and foot dribble while preventing an opponent from stealing the ball in basketball).
- 2.6. Use adaptive/assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.
- 2.7. Accept assistance with and participate in performing various movement and object control skills for a variety of games, sports, and dances.

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- 2.8. Accept assistance with and participate in using adaptive/assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

3. Perform recreational skills involved in selected physical activities at levels consistent with own capabilities.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and
community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 3.1. Identify physical activities involved in common leisure and recreation activities.

(IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ indoor team or pairs games—basketball, racquetball, volleyball
 ___ outdoor team or pairs games—softball, horseshoes, tennis, golf
 ___ exercise programs—aerobics, strength training, jogging
 ___ dance, gymnastics
 ___ other: _____

- 3.2. Identify appropriate times and occasions for physical activities involved in leisure and recreation activities (e.g., swimming, tennis, golf, skating, biking, walking/jogging).

(IF.A.1.In.1, IF.A.1.Su.1)

- 3.3. Use specific knowledge and skills when completing a variety of physical activities involved in leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, keeping track of progress). (IF.A.1.In.1, IF.A.1.Su.1)

(IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ indoor team or pairs games—basketball, racquetball, volleyball
 ___ outdoor team or pairs games—softball, horseshoes, tennis, golf
 ___ exercise programs—aerobics, strength training, jogging
 ___ dance, gymnastics
 ___ other: _____

- 3.4. Use adaptive/assistive devices to perform physical activities involved in leisure and recreation activities. (IF.A.1.Su.1)

- 3.5. Accept assistance with and participate in performing various physical activities involved in leisure and recreation activities. (IF.A.1.Pa.1)

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4. Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

4.1. Demonstrate understanding of the relationships among the components of physical well-being. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ routine medical care, periodic check-ups
___ scheduling time for your personal needs
___ participating in social events
___ getting regular rest and exercise
___ maintaining a diet following the Food Guide Pyramid
___ taking steps to maintain a positive mental attitude
___ other: _____

4.2. Identify activities involved in fitness activities and exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting appropriate exercise activities for fitness as part of an individual wellness plan
___ performing specific exercises
___ maintaining participation in exercise programs
___ identifying potential problems resulting from exercise programs
___ evaluating the benefits of an exercise program
___ requesting assistance with disability needs when necessary
___ other: _____

4.3. Identify when fitness activities and exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to lower blood sugar; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

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- 4.4. Use specific knowledge and skills when completing fitness activities or an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting appropriate exercise activities for fitness
 _____ performing specific exercises
 _____ maintaining participation in exercise programs
 _____ identifying potential problems resulting from exercise programs
 _____ evaluating the benefits of an exercise program
 _____ requesting assistance with disability needs when necessary
 _____ other: _____
- 4.5. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
- 4.6. Indicate awareness of fitness and exercise activities (e.g., turns to watch exercises and music, reaches for ball). (IF.A.1.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive/augmentative device
 _____ verbalize or sign _____ other: _____
- 4.7. Accept assistance with and participate in fitness and exercise activities (e.g., moves when dance videos are on or other students are exercising). (IF.A.1.Pa.2)
Specify: _____

5. Use responsible personal and social behaviors when participating in physical activities.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: _____

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance full partial _____ assistive technology full partial

Self-Management

- 5.1. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in physical activities (e.g., follows an individual wellness plan, is able to organize equipment, follows through with instructions, completes exercises, works out efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.2. Discriminate between examples and non-examples of behaviors that represent self-management when participating in physical activities (examples—bringing all needed equipment, saying the steps to yourself as you attempt to perform the skill, staying in line when waiting your turn; non-examples—getting in fights over a called strike in baseball, pushing ahead in line to get on an exercise machine). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.3. Identify factors that promote the use of self-management behaviors when participating in physical activities (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community
- 5.4. Identify factors that inhibit self-management when participating in physical activities (e.g., too much emphasis on competition and winning, controlling persons in environment, strict rules regarding choices available). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ self-monitoring _____ self-instruction _____ self-reinforcement
Specify setting: _____ home _____ school _____ community
- 5.5. Demonstrate self-management in various situations when participating in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home
 _____ school—in class, extracurricular activities, before and after school
 _____ community—leisure activities
- 5.6. Monitor own use of self-management behaviors in various situations involving physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home
 _____ school—in class, extracurricular activities, before and after school
 _____ community—leisure activities

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Cooperation and Teamwork

- 5.7. Identify characteristics of behavior that are cooperative and support team work when engaged in physical activities (e.g., sharing ideas and effort, waiting your turn, sharing equipment, supporting the efforts of others, listening to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.8. Discriminate between examples and non-examples of behaviors that are cooperative and support team work when engaged in physical activities (examples—rotating sets on an exercise machine, practicing catching and throwing a ball with a friend, letting someone else take your place; non-examples—not helping team members get ready, staying on a piece of exercise equipment too long, making negative comments about teammates). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.9. Demonstrate cooperation and team work in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home
 _____ school—in class, extracurricular activities, before and after school
 _____ community—leisure activities
- 5.10. Monitor own cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home
 _____ school—in class, extracurricular activities, before and after school
 _____ community—leisure activities

Rules and Regulations

- 5.11. Identify the purpose of various types of rules and regulations in games and sports (e.g., penalties, behavioral guidelines, restricted areas, required uniforms and protective equipment, hours of operation). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.12. Discriminate between examples and non-examples of behaviors that are in compliance with rules and regulations in games and sports (examples—following the call of the umpire, wearing protective equipment, abiding by the rules of the game; non-examples—ignoring the call of the umpire, fighting during the game). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.13. Identify factors which indicate that noncompliance with rules and regulations in games and sports should be reported to authorities (e.g., poses danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.14. Demonstrate compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home
 _____ school—in class, extracurricular activities, before and after school
 _____ community—leisure activities

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5.15 Monitor own compliance with rules and regulations in various situations in games and sports (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: _____ home
_____ school—in class, extracurricular activities, before and after school
_____ community—leisure activities

Safety Procedures

5.16. Identify unsafe or potentially dangerous factors in areas where physical activities are completed (e.g., slippery playing surfaces, not enough light, threat of bad weather). (IF.B.2.In.3, IF.B.2.Su.3)

5.17. Identify situations when first aid might be required when participating in physical activities (e.g., at a swimming pool after someone has almost drowned, after someone has been hit by a ball, after someone slides and gets scraped). (IF.B.2.In.3, IF.B.2.Su.3)

5.18. Identify how to handle specific emergency situations when participating in physical activities (e.g., injury to self or others, bad weather, power outage, fighting among team members). (IF.B.2.In.3, IF.B.2.Su.3)

5.19. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects in hand, call for help in emergencies, wear protective equipment). (IF.B.2.In.3, IF.B.2.Su.3)

5.20. Identify ways to avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.21. Behave in ways that avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walk away, do not provoke them, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.22. Respond to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

General Participation

5.23. Request assistance and participate in fitness and exercise activities. (IF.A.1.Pa.1)

- Specify method: _____ vocalize _____ gesture
_____ look at activity _____ verbalize or sign
_____ use assistive/augmentative device _____ other: _____

5.24. Confirm that desired activity has been selected by accepting assistance and participating (e.g., takes offered ball). (IF.A.1.Pa.1)

- Specify method: _____ vocalize _____ gesture
_____ look at activity _____ verbalize or sign
_____ use assistive/augmentative device _____ other: _____

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- 5.25. Protest non-preferred activities or objects when accepting assistance and participating in physical activities (e.g., frowns when presented with unwanted exercise routine). (IF.A.1.Pa.1)
Specify method: _____ vocalize _____ gesture
_____ look away or move away _____ verbalize or sign
_____ use assistive/augmentative device _____ other: _____
- 5.26. Indicate physical discomfort appropriately through observable behaviors when participating in physical activities (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.2)
Specify method: _____ vocalize _____ point to actual object
_____ move away _____ gesture
_____ verbalize or sign _____ use assistive/augmentative device
_____ other: _____
- 5.27. Accept assistance with and participate in managing own behavior in unstructured settings for physical activities. (IF.B.2.Pa.1)
- 5.28. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.Pa.2)
- 5.29. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., vocalizes loudly when the home team scores, keeps hands to self, does not tear clothing). (IF.B.2.Pa.1)
- 5.30. Participate in selection of appropriate clothing and grooming for physical activities (e.g., points to shirt with team colors for football game, assists with shower before going in pool). (IF.B.2.Pa.1)

6. Use technology to participate in and gain knowledge about own individual fitness and recreation activities.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: _____

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance full partial _____ assistive technology full partial

- 6.1. Identify types of technology used in fitness and recreation involving physical activities (e.g., treadmill with computer selections, assistive technology for entering pool, computer-driven competitive rowing machines).
- 6.2. Identify ways to gain knowledge about own progress (e.g., stop watch, wellness planning and tracking software).

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- 6.3. Use technology appropriately to participate in fitness routines and recreation activities.
- 6.4. Use adaptive or assistive technology to participate in fitness and recreation activities.
- 6.5. Accept assistance with and participate in using adaptive/assistive technology to participate in fitness and recreation activities.