

## Unified Physical Education Program

### Course Description:

The Unified Physical Education course elective is designed to partner general education students (grades 10-12) with a student with intellectual disabilities during physical education. This course is designed to promote student leadership, increase academic learning, increase physical activity, enhance motor performance, improve social interactions, improve social skill development, and improve self-efficacy. Students will be exposed to several peer mentoring/coaching models such as one-on-one peer tutoring, reciprocal peer tutoring, and cross-age peer tutoring. Unified partners will help reinforce Adaptive Physical Education student routines within the classroom. Each student will receive a NUMERIC grade for each quarter and each semester of Physical Education. The student's grade will be included in the Honor Roll calculations and in Class Rank.

### Application Process:

Students that are interested in applying must submit an application, essay and 2 teacher recommendations.

### Course Requirements:

To be eligible students must have a 90 or higher overall grade point average and 90 physical education grade average.

Unified partner candidates must submit their application for approval to the Physical Education Department Coordinator to participate in the course.

The program is designed to provide students with an opportunity to acquire the following skills:

- Ability to organize work.
- Communication skills.
- Leadership skills.
- Basic knowledge of Physical Education equipment.
- Basic knowledge of Physical Education activities.
- Ability to set up Physical Education equipment for class.
- Knowledge of Adaptive Physical Education curriculum.
- Ability to work in a team environment.

### Responsibilities:

- Actively participate in and contribute to group activities.
- Write quarterly reflective journals based on their experience in the Unified Physical Education class.
- Assist in the set up of Physical Education equipment for class.
- Assist in the collection of equipment at the end of the period.
- Assist students with comprehension of Physical Education activities.
- Develop a rapport with Physical Education students.

Demonstrate initiative in the education of the Physical Education students.  
Dress appropriately for activity.

One quarter credit will be awarded for successful completion for each semester. Students have the opportunity to complete a second semester of the Unified Physical Education credit if mutually deemed appropriate by the unified partner and Physical Education staff. Students may only accrue .50 PE credit as a unified partner.

Essay:

250-500 word essay explaining student's leadership experience and qualification. Please share why you want to be a unified partner and what would make you an effective unified partner.

Recommendations:

1 physical education teacher recommendation

1 teacher recommendation

Unified PE Agreement:

Unified partner agreement must be signed by the student and parent.

I have read and understand the unified partner guidelines (attached). I agree to follow these guidelines and uphold the ACS D student code of conduct.

- Be on time.
- Welcome peers by name and with a smile.
- Prompt APE students to engage in activities and check for understanding with conversation.
- Explain the lesson goals/objectives for each session.
- Discover the APE student's preferred learning style or best way of learning.
- Identifying APE student's strengths and weaknesses.
- Give APE students your full attention.
- Clarify any confusing tasks. Encourage students to participate in each class.
- Demonstrate appropriate cooperative behavior (e.g., readily contributing to the process of performing with a partner, complimenting/encouraging others, preventing/resolving conflicts).
- Participate energetically and safely, showing self-control and respect for the positive and safe experience of others.
- Appropriately challenge themselves and others to high levels of performance.

(Cont.)

Program:

All new unified partners will participate in orientation training and follow up training during the first week. Training includes instructional techniques, communication skills, scenario based learning, behavior management, and appropriate mentor social interactions.

Resources:

Cervantes, Carlos. (2013) Peer Tutoring: Meeting the Demands in Physical Education Today. Journal of Physical Education, Recreation and Dance. Vol.84(3). March, 2013.