

PHYSICAL EDUCATION

Physical education is an integral part of the total educational process and is concerned with educational activities that increase a person’s tendencies and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being.

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.

District-adopted content and performance standards for Physical Education are available in the following district publications:

Physical Education Content and Performance Standards			
Content and Performance Standards, Grade K, Health Education/Physical Education. English	40-S-0051	Content and Performance Standards, Grade 5, Health Education/Physical Education. English	40-S-0056
Content and Performance Standards, Grade 1, Health Education/Physical Education. English	40-S-0052	Content and Performance Standards, Grade 6, Health Education/Physical Education. English	40-S-0057
Content and Performance Standards, Grade 2, Health Education/Physical Education. English	40-S-0053	Content and Performance Standards, Physical Education, 6–8, 1999. English	40-S-0060
Content and Performance Standards, Grade 3, Health Education/Physical Education. English	40-S-0054	Content and Performance Standards, Physical Education, 9–12, 1999. English	40-S-0061
Content and Performance Standards, Grade 4, Health Education/Physical Education. English	40-S-0055		

Course of Study
Part III: Curriculum Areas
Physical Education

DIAGRAM OF COURSE SEQUENCE, 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						*Physical Education 6th
	Adapted Physical Education						

DIAGRAM OF COURSE SEQUENCE, GRADES 7-12

Grade	7	8	9	10	11	12
Requirements	Required year course at each grade level (400 min. required every 10 days in Phys. Ed.)		Required two-semester course at each grade level		Elective	
Courses**	Physical Education 7th	Physical Education 8th	Physical Education 1,2	Physical Education 3,4	Physical Education 5,6	Physical Education 7,8
	Adapted Physical Education 6th-8th (5510)		Adapted Physical Education 9-12 (5710)			
	Physical Education—Interscholastic Athletics Physical Education—Drill Team Physical Education—Marching Band Unit					

* For grade 6 students at middle schools.

** No descriptions for the following courses were provided for this publication: Physical Education (Multilevel) Junior High (Course 5511) and Physical Education (Multilevel) Senior High (Course 5711). Please consult personnel in the Physical Education Program Office for additional information.

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 State Department of Education, 1994.

Prudential FitnessGram, Cooper Institute, 1999.

Out of This World Games, Grade K-3, San Diego City Schools 1990, Stock No. 41-H-5005.

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 State Department of Education, 1994.

Prudential FitnessGram, Cooper Institute, 1999.

Out of This World Games, Grade K-3, San Diego City Schools 1990, Stock No. 41-H-5005.

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 State Department of Education, 1994.

Prudential FitnessGram, Cooper Institute, 1999.

Out of This World Games, Grade K-3, San Diego City Schools 1990, Stock No. 41-H-5005.

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 State Department of Education, 1994.

Prudential FitnessGram, Cooper Institute, 1999.

Out of This World Games, Grade K-3, San Diego City Schools 1990, Stock No. 41-H-5005.

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 State Department of Education, 1994.

Prudential FitnessGram, Cooper Institute, 1999.

Activities for Physical Education, Grades 4-6, San Diego City Schools, 1993, Stock No. 41-H-4470.

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 State Department of Education, 1994.

Prudential FitnessGram, Cooper Institute, 1999.

Activities for Physical Education, Grades 4-6, San Diego City Schools, 1993, Stock No. 41-H-4470.

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 State Department of Education, 1994.

Prudential FitnessGram, Cooper Institute, 1999.

Activities for Physical Education, Grades 4-6, San Diego City Schools, 1993, Stock No. 41-H-4470.

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 listed in this section of the *Course of Study, K-12*, 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 State Department of Education, 1994.

Current district and state program guidelines and advisories.

PHYSICAL EDUCATION 6TH (5505)

COURSE DESCRIPTION	<p>Two-semester course—grade 6 middle level.</p> <p>Activity units for the course emphasize physical fitness, cooperative activities, rhythms and dance, stunts/tumbling, racquet skills, multicultural games, Frisbee, basketball, and softball. Skills emphasized are physical fitness, social skills, dance, and object manipulation.</p> <p>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 <i>Course of Study, K–12</i>), as well as to help them meet the related performance standards.</p>
BASIC TEXTS AND TEACHING GUIDES	<p><i>M-SPAN (6–8)</i>, San Diego State University, 2000.</p>
SUPPLEMENTAL RESOURCES	<p><i>Prudential FitnessGram</i>, Cooper Institute, 1999.</p> <p><i>Physical Education Framework</i>, California State Department of Education, 1994.</p> <p>Spindt, <i>Moving with Confidence, Step 1</i>, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Moving with Skill, Step 2</i>, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Moving As a Team, Step 3</i>, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Teacher’s Resource Book, Steps 1, 2, and 3</i>, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Moving for Life</i>, teacher’s guide, portfolio, Parts 1 & 2, Kendall/Hunt, 1993.</p> <p>Rohnke, <i>Silver Bullets, a Guide to Initiative Problems</i>, Project Adventure, 1984.</p> <p>(Teacher guide for use with this course to be developed.)</p>

PHYSICAL EDUCATION 7TH (5501)

COURSE DESCRIPTION	<p>Two-semester course—grade 7. Prerequisite: None.</p> <p>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.</p> <p>This level of instruction is intended to help students meet physical education content standards 7.1 through 7.8 (see the introduction to this section of the <i>Course of Study, K–12</i>), as well as to help them meet the related performance standards.</p>
BASIC TEXTS AND TEACHING GUIDES	<p><i>M-SPAN</i>, San Diego State University, 2000.</p>
SUPPLEMENTAL RESOURCES	<p><i>Prudential FitnessGram</i>, Cooper Institute, 1999.</p> <p><i>Physical Education Framework</i>, California State Department of Education, 1994.</p> <p>Spindt, <i>Moving with Confidence, Step 1</i>, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Moving with Skill, Step 2</i>, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Moving As a Team, Step 3</i>, physical education portfolio, teacher’s edition, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Teacher’s Resource Book, Steps 1, 2, and 3</i>, Kendall/Hunt, 1993.</p> <p>Spindt, <i>Moving for Life</i>, teacher’s guide, portfolio, Parts 1 & 2, Kendall/Hunt, 1993.</p> <p>Rohnke, <i>Silver Bullets, a Guide to Initiative Problems</i>, Project Adventure, 1984.</p>

PHYSICAL EDUCATION 8TH (5502)

COURSE DESCRIPTION Two-semester course—grade 8. Prerequisite: None.

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.

This level of instruction is intended to help students meet physical education content standards 8.1 through 8.8 (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 *M-SPAN*, San Diego State University, 2000.

SUPPLEMENTAL RESOURCES *Prudential FitnessGram*, Cooper Institute, 1999.

Physical Education Framework, California State 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 1,2 (5503, 5504)

**COURSE
DESCRIPTION**

Two-semester course—grade 9. Prerequisite: None. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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.

This level of instruction is intended to help students meet physical education content standards 9.1 through 9.8 (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**

M-SPAN, San Diego State University, 2000.

**SUPPLEMENTAL
RESOURCES**

Prudential FitnessGram, Cooper Institute, 1999.

Physical Education Framework, California State 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.

ADAPTED PHYSICAL EDUCATION 6TH-8TH (5510)
ADAPTED PHYSICAL EDUCATION 9-12 (5710)

COURSE DESCRIPTION Two-semester course—grades 6–12. Prerequisites: Eligibility for Special Education and Individual Education Plan (IEP). For students officially enrolled in these courses for credit, course numbers are 5510—middle school/junior high school; 5710—senior high school. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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 State 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.

PHYSICAL EDUCATION 3,4 (5701, 5702)

COURSE DESCRIPTION Two-semester course—grade 10. Prerequisite: Physical Education 1,2. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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 State Department of Education, 1994.
Prudential FitnessGram, Cooper Institute, 1999.

PHYSICAL EDUCATION 5,6 (5703, 5704)

COURSE DESCRIPTION Two-semester course—grade 11. Prerequisite: None. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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.

This level of instruction is intended to help students meet physical education content standards 11.1 through 11.8 (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 7,8 (5705, 5706)

COURSE DESCRIPTION Two-semester course—grade 12. Prerequisite: None. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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.

This level of instruction is intended to help students meet physical education content standards 12.1 through 12.8 (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—INTERSCHOLASTIC ATHLETICS (5712)

**COURSE
 DESCRIPTION**

One-semester course—grades 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 Procedure No. 4350. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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.

COMPETITIVE SPORTS

	Fall	Winter	Spring
Boys	Cross Country Football Water Polo	Basketball Wrestling Soccer	Baseball Swimming Tennis Track and Field Volleyball
Girls	Golf Cross Country Tennis Volleyball Field Hockey	Basketball Soccer Water Polo	Track and Field Softball Swimming
Club	Golf		Golf
Coed			Badminton

**BASIC TEXTS AND
 TEACHING GUIDES**

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

PHYSICAL EDUCATION—DRILL TEAM (5842)

COURSE DESCRIPTION One-semester course—grade 9–12. Prerequisites: Grade point average of 2.0 in scholarship and citizenship for the preceding grading period. See District Procedure No. 4350. Ninth-grade students are eligible only if attending a four-year high school. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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—MARCHING BAND UNIT (5843)

COURSE DESCRIPTION One-semester course—grades 9–12. Prerequisites: Consent of instructor, concurrent enrollment in band. Ninth-grade students are eligible for enrollment only if attending a four-year high school. Credit for this course counts toward the Physical Education/Military Science credits required for high school graduation.

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 the required physical education testing program.

BASIC TEXTS AND TEACHING GUIDES *Physical Education Framework*, California Department of Education, 1994.
Prudential FitnessGram, Cooper Institute, 1999.
