**PE Credit Flex Guidelines**

# General Guidelines

## The PE committee has developed guidelines that will help structure the process of how students will be able to use the credit flex process as it relates to physical education courses. These guidelines are structured to allow students who are participating in extra-curriculars to use this as a piece of their credit flex requirement for earning a ¼ credit in PE. In addition, students will need to demonstrate mastery around additional PE standards by using a combination of items such as video evidence, student performances, written reports, portfolios, and / or various other activities that would demonstrate mastery on said standards.

## Currently each high school is offering Physical Education 1 & Physical Education 2 courses, and have divided the 6 PE standards into these 2 courses (3 per course). Students who apply to credit flex PE would need to complete all of Standard 3, and two other standards of their choice, which need to be outlined in their credit flex application. Students applying to credit flex both PE 1 & PE 2, cannot duplicate previous standards completed, excluding Standard 3. Standard 3 is a requirement that must be completed, when a student applies to credit flex either PE 1 or PE 2.

## As with any credit flex course, there is a test out option for PE as well (cost of $80). Students applying for the test out option will have to score 80% or above on written assessments (50% of final grade) & performance based assessments (FitnessGram – 50% of final grade) in order to earn ¼ PE credit. The assessments would test three standards. The student’s final grade for the PE course will be an average of their assessment grades. This final course grade will be included in the student’s overall GPA.

## Any student completing an application to credit flex PE will need to follow the guidelines explained in NELSD credit flex policy, and also will need to follow the guidelines of this document to provide clear evidence of how they will demonstrate mastery of the selected PE standards. The student’s credit flex proposal / application will need to identify the standards selected, and how they will demonstrate mastery of those standards. To earn ¼ PE credit, the student would need to demonstrate mastery on 3 of the 6 standards.

## (participation in extra-curriculars will satisfy requirement in Standard 3A as long as time requirement is logged and signed off on by coach / supervisor and meets the minimum number of contact hours = 50 hours)

# PE Standards

## Students must complete both parts A & B of a standard when demonstrating mastery of 3 of the 6 standards. In each standard there are examples of activities or guidelines that have been identified so students know what to include in their credit flex applications / proposals. The standards and activities are as follows:

1. Standard 1 A – movement routine or loco-motor activity such as dancing, gymnastics, yoga, complex jump roping routine, cheer routine (combines complex movement patterns)

Standard 1B – Invasion activity or target skill such as volleyball serving, batting, striking soccer ball, kickboxing. Students could video themselves practicing skill and also use video evidence from game / competition.

1. Standard 2 A – knowledge of movement concepts & tactics, and strategies of a game such as an analytical portfolio (written piece around strategic concepts using key vocabulary terms of that activity). Student will need to identify finer points to movements and mechanics involved.

Standard 2 B – written report of biomechanical techniques

* Description of biomechanical principles that impact performance (ie – force, stability, angles, rotation) as they apply to a physical activity

1. Standard 3 A – Activity Log. Can use participation in extra-curriculars (should average 60 min/day for 5 days a week). Minimum number of hours to complete this requirement should equal **50 hours**. The credit flex committee will have authority to approve the individual who is allowed to sign off on student’s activity hours. (Coach, supervisor, mentor, facility manager, etc)

Standard 3 B – Personal Fitness/ Practice Plan should include measurable & appropriate goals. Student would include 3 personal goals in their plan and would need documentation and how they will evaluate completion of their goals. This could be completed in district or outside facilities and could include goals around things such as aerobic, strength, endurance, flexibility, etc.

* Activity Log and goals sheet will be provided to students for documentation of this standard.
* This standard must be completed for any credit flex proposal of PE 1 or PE 2

1. Standard 4 A – Health Related Fitness – FitnessGram to be completed by student with mentor. Pre & Post assessment (after completion of activity log or minimum of 8 weeks) will be needed in order to show growth in 4 out of 5 areas on FitnessGram.

Standard 4 B – Understands principles, components and practices. Develop / Create a personal fitness portfolio, utilizing FitnessGram results.

1. Standard 5 A & B – Safety, Etiquette, Leadership, Sportsmanship. Examples - volunteer as a coach / referee of a sport, help assist students with special needs in a physical activity (Special Olympics, adaptive physical education classes, community events, district events), students have earned additional honors or recognition as it relates to leadership / sportsmanship in extra-curricular activities could also satisfy this standard upon review of credit flex committee.
2. Standard 6 A & B – Use physical activity to promote growth, goal setting and enjoyment as well as promoting self-expression and social interaction. Creating brochures, development of video / commercial for advocating a physical activity, create a website, create a poster-board, create or promote a physical activity event. Essentially this is a marketing campaign for physical activities.

**Personal Fitness Information – Used with Standards 4A & B**

This worksheet is intended to have you think about your strengths and weaknesses, good and bad habits, motivation strategies, barriers, warm-up and cool-down exercises and general activities that you enjoy. When developing your personal fitness plan, use the information on this worksheet.

**Your Fitness Assessment Results and Habits**

1. Review and evaluate your fitness assessment and fill in the chart below.

|  |  |  |
| --- | --- | --- |
| **Health-related component of fitness assessment** | **Met the Advanced or Proficient level**  *(Yes or No)* | **Explain how you met the Advanced or Proficient level. If you did not meet the Advanced or Proficient level, explain what can be done to improve.** |
| Cardio-respiratory   * 1-mile run/walk |  |  |
| Muscular strength and endurance  abdominal   * Curl-up, one minute |  |  |
| Muscular strength and endurance  upper body   * 90-degree push-up |  |  |
| Flexibility   * V-Sit reach |  |  |

After evaluating your fitness assessment and your activity log, use the “SMART” criteria below to set personal fitness goals for yourself.

**S**pecific What do you want to achieve? How will you achieve it? Why is it important to you?

**M**easurable How will you measure your success? Will you use numbers, target dates, specific events?

**A**chievable Your goals should push you past your comfort zone but should still be attainable.

**R**elevant/Realistic Your goals should be important to you and the outcome should impact your life in some way.

**T**imely Your goals should have a timeline that will help keep you on track for reaching them.

|  |  |
| --- | --- |
| **Health-related**  **Physical Fitness component** | **Goal**  *Example: Score in the Advanced level.* |
| Cardio-respiratory |  |
| Muscular strength and endurance  upper body |  |
| Muscular strength and endurance  abdominal |  |
| Flexibility |  |

1. Explain your personal fitness plan. What activities and/or exercises do you plan to do? When do you plan to do them? How often do you plan to do them? How do you plan to use the FITT training principles for each of the components? How will you monitor your physical fitness for improvement or maintenance?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Type**  **(What activity?)** | **Frequency**  **(Days per week)** | **Intensity**  **(How hard?)** | **Time**  **(How long?)** |
| Cardio-respiratory |  |  |  |  |
| Muscle strength |  |  |  |  |
| Muscle endurance |  |  |  |  |
| Flexibility |  |  |  |  |

1. Develop your personal fitness plan using the activities that you listed in the preceding chart. When within your week will you complete your exercise plan?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| Cardio-respiratory |  |  |  |  |  |  |  |
| Strength and  endurance |  |  |  |  |  |  |  |
| Flexibility |  |  |  |  |  |  |  |

1. List two things that will help you follow your exercise plan (e.g., rewards, social).
2. List two things that will make following your exercise plan challenging (e.g., rewards, social, environment).

**PE Flex Credit Activity Log**

**Used with Standards 3 & 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **What Activities?** |  |  |  |  |  |  |  |
| **Where?** |  |  |  |  |  |  |  |
| **Start Time** |  |  |  |  |  |  |  |
| **End Time** |  |  |  |  |  |  |  |
| **Total Minutes** |  |  |  |  |  |  |  |