

The Center School 2010-2011

Alternative Learning Contract for Physical Education Credit

The rules and regulations around alternative learning contracts have changed at the state level. All PE contracts submitted for pre-approval after 2/26/2006 must follow the requirements listed below.

Earning PE Credit for an Alternative Learning Contract for Physical Education will be based on satisfactory completion of the following:

- ❑ Completed contract packet with pre-approval (page 6) and completion (page 1) signatures from an outside sponsor and a school sponsor (Principal).
- ❑ Completion of a fitness plan (pages 5-6) including physical fitness goals and a fitness/workout program.
- ❑ Description of the specific learning goals and performance objectives (pages 5-6) of the alternative learning experience (A.L.E.). This should clearly describe how your goals connect to the state essential learning requirements (EALR's). The EALR's for health and fitness are included in this packet (pages 2-4).
- ❑ An explanation of how the goals were measured/met (pages 5-6) and how they connect with the state learning requirements (EALR's). You may use the "Evidence of Learning" section of the EALR's (pages 3-4) table to help you with this.
- ❑ A detailed journal (pages 7-12) indicating the number of hours spent on the activities (75hrs = 0.5credits, 150hrs = 1.0credits). Students need 225hrs/1.5 physical education credits to graduate (graduating class of 2007 needs 300hrs/2.0credits to graduate).
- ❑ A written reflection (pages 13-14) that includes what was learned/achieved during the experience.

I have satisfactorily completed all of the above mentioned requirements for the Alternative Learning Contract for Physical Education Credit.

Beginning Date _____ Ending Date _____ Total Hours _____

Student Name (printed) Student Name (Signature) Date

Student ID# _____

Completion Approval Signatures:

Principal (name printed) Principal (Signature) Date

Outside Sponsor (name printed) Outside Sponsor (Signature) Date

Registrar: PE Hours in bank _____ + PE Hours on packet _____ = _____ HPE8010.

Essential Academic Learning Requirements—Health and Fitness

- **More detailed descriptions of numbers 1 and 4 are attached.**
- **Numbers 2 and 3 are covered in your Health class and not relevant to the alternate learning contract for PE credit.**

1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

- 1.1. Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2. Safely participate in a variety of developmentally appropriate physical activities.
- 1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.
- 1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.

2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

- 2.1. Recognize patterns of growth and development.
- 2.2. Understand the concept of control and prevention of disease.
- 2.3. Acquire skills to live safely and reduce health risks.

3. The student analyzes and evaluates the impact of real-life influences on health.

To meet this standard, the student will:

- 3.1. Understand how environmental factors affect one's health (air, water, noise, chemicals).
- 3.2. Gather and analyze health information.
- 3.3. Use social skills to promote health and safety in a variety of situations.
- 3.4. Understand how emotions influence decision-making.

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

To meet this standard, the student will:

- 4.1. Analyze health and safety information.
- 4.2. Develop a health and fitness plan and a monitoring system.

<p>EALR 1.0 – The student acquires the knowledge and skills necessary to maintain an active life. Movement, physical fitness, and nutrition</p> <p>Component 1.3 – Understand the concepts of health related physical fitness and develop and monitor progress on personal fitness goals.</p> <p>Benchmark Indicator 1.3.3 – Develop and monitor progress on individualized fitness goals, based on fitness profiles and national guidelines, in relation to work, fitness activities, and leisure.</p>		<p>EALR 1.0 – The student acquires the knowledge and skills necessary to maintain an active life. Movement, physical fitness, and nutrition</p> <p>Component 1.4 – Understand the relationship of nutrition and food nutrients to physical performance and body composition.</p> <p>Benchmark Indicator 1.4.3.a. – Develop and monitor progress on personal nutritional goals, based on national dietary guidelines and individual needs.</p> <p>Benchmark Indicator 1.4.3.b. – Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.</p>	
Grade Level Expectation	Evidence of Learning	Grade Level Expectation (This Grade Level Expectation needs to be changed— take <u>b</u> . out or include it in <u>a</u> .)	Evidence of Learning
<p>Understand the concepts of Health-Related Fitness.</p> <p>Analyze the progress of a personal fitness plan.</p> <p>Understand and apply skill-related fitness components as related to careers/ occupations/ recreation.</p>	<ul style="list-style-type: none"> Understand and identify the concepts of health-related fitness (cardio-respiratory fitness, muscular strength and endurance, body composition, flexibility) in setting individual fitness goals. Apply the concepts of health-related fitness (cardio-respiratory fitness, muscular strength and endurance, body composition, flexibility) as students set individual fitness goals. Compare and contrast student progress in relationship to National Standards (Presidential, Physical Best, Fitness Gram, etc.). Analyze skill-related fitness components necessary for successful and safe performance in recreation and occupations. Develop/utilize various monitoring systems that assess the components of fitness which include training principles. (FITT...frequency, intensity, time, type) Phases of the workout (warm-up, workout, cool-down). Understand skill-related fitness as it relates to occupations, careers, and recreation (agility, balance, power, speed, reaction-time, coordination). 	<p>Understand relationship of nutrition to physical performance and body composition.</p> <p>Understand nutritional requirements change.</p> <p>Judge the effectiveness of various nutritional products.</p> <p>Understand the purpose of food labels in relationship to food choices.</p> <p>Recognize problems associated with eating disorders.</p>	<ul style="list-style-type: none"> Recognize the functions of the macro-nutrients and evaluate individual needs based on national dietary guidelines. Monitor/track a diet and evaluate the relationship to physical performance. (Does it meet daily nutritional requirements/energy for various populations and energy requirements based on lifestyle, safe-work practices, and leisure activities?) Describe how nutritional needs change based on caloric needs, basal metabolic rate, and special conditions of various populations- couch potato, increased exercise, weight control, diabetes, pregnancy, age, etc. Evaluate nutritional products and supplements for their value and effectiveness, purpose, and necessity in a healthy diet (diet plans, performance enhancing products, herbs, sports drinks, weight-gain and weight-loss products, etc.). Interpret food labels for calories, nutrient density, types of fats, empty calories, make recommendations on healthy choices. List and describe warning signs and behaviors associated with eating disorders. Research both short and long-term problems of eating disorders (effect on organs, body systems, psychological implications, etc.). Identify helping resources and agencies, know how to advocate for the person, and identify organizations in the school and community.

<p>EALR 1.0 – The student acquires the knowledge and skills necessary to maintain an active life. Movement, physical fitness, and nutrition. Component 1.1 – Develop fundamental and complex movement skills, as developmentally appropriate. Benchmark Indicator 1.1.3 – Apply movement principles and skills to complex activities that enhance a physically active life.</p>		<p>EALR 1.0 – The student acquires the knowledge and skills necessary to maintain an active life. Movement, physical fitness, and nutrition. Component 1.2 – Safely participates in a variety of developmentally appropriate physical activities. Benchmark Indicator 1.2.3 – Incorporates safety procedures into activities and individual fitness plans for leisure and employment.</p>	
Grade Level Expectation	Evidence of Learning	Grade Level Expectation	Evidence of Learning
<p>Apply complex movement principles to activities.</p> <p>Understand barriers to physical activity and healthy lifestyle.</p>	<ul style="list-style-type: none"> • Demonstrate competence (basic skills, strategies and rules) in an increasing number of more complex versions of at least two of the following different types of movement forms: aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, dance, and gymnastics. • Identify barriers and apply strategies to overcome them. (Time, space, environment, age, handicapping conditions) • Performs activities at fluent, flexible and efficient levels of movement. • Applies knowledge and skill and adjusts understandings well in new, diverse and difficult contexts. • Identify the components of movement (variables of time, space, energy, and flow). 	<p>Understands how to perform activities and tasks safely and appropriately.</p> <p>Understand Safety Issues in the work environment.</p> <p>Apply appropriate mental skills and strategies necessary for effective participation.</p>	<ul style="list-style-type: none"> • Examine the risk level of various activities. • Analyze the training principles used for a specific task and take corrective action when necessary. (Overload, specificity, progression, reversibility, rest and recovery, diminishing returns.) • Describe safety issues related to health and fitness activities for a variety of endeavors (sport, leisure, dance, and fitness). • Use a personal risk assessment/survey before beginning physical activity. (Sport, fitness, leisure, dance.) • Compare and contrast danger of various occupations, safety requirements, skills and equipment needed for the task. • Know what facilities and equipment are required for a safe work environment. • Use teamwork, social skills, sportsmanship, and fair play during activities. • Use coping skills to deal with challenges, differences, and setbacks in physical performance.

<p>EALR 4.0 – The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. Component 4.1 – Analyze health and safety information. Benchmark Indicator 4.1.3 – Investigate the health and fitness requirements for occupational/career areas of interest.</p>		<p>EALR 4.0 – The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. Component 4.2 – Develop a health and fitness plan and a monitoring system. Benchmark Indicator 4.2.3 – Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.</p>	
Grade Level Expectation	Evidence of Learning	Grade Level Expectation	Evidence of Learning
<p>Investigate the health and fitness requirements for occupational/career areas of interest.</p>	<ul style="list-style-type: none"> • Identify various careers and jobs and the fitness and health requirements of the job. • Examine the importance/significance of health and fitness on job performance. • Integrates learning from different areas to investigate the occupational career choices and their relationship to health and fitness. 	<p>Understand and evaluate the concepts of a health, fitness, and nutrition plan and monitoring system based on life and employment goals.</p>	<ul style="list-style-type: none"> • Applies health, fitness and nutrition concepts in developing a personal fitness plan based on personal interests and life goals. (Fitness, nutrition, stress management, personal safety). • Design a daily/weekly monitoring system for the plan. • Critique and self-assess progress on plan. • Evaluates and adjusts goals to make a new plan as health/fitness/life changes occur. • Research the barriers/boundaries that may exist in regard to one's health and fitness in life after high school. • Describe how your goals and fitness plan will change in 5-10 years.

Fitness Plan

Physical Fitness Goal #1: _____

EALR _____ **Component** _____ **Benchmark Indicator** _____

Fitness/Workout Program:

Warm Up/Cool Down Activities – _____

Detailed description of the workout activities (performance objectives) including the FIT Principle (Frequency, Intensity, and Time – see below for definitions) and how it relates to your goal –

How you will measure and evaluate progress toward your goal – _____

<p style="text-align: center;">Frequency how often you should perform each workout activity</p> <p style="text-align: center;">Intensity the degree of strength at which you will perform each workout activity</p> <p style="text-align: center;">Time the length of time you will perform each workout activity and the number of days per week</p>
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Fitness Plan Journal

Week of: _____

Date	Activity	Time Length

Weekly Journal Entry: What have you accomplished? What progress are you making towards your goals?

Week of: _____

Date	Activity	Time Length

Weekly Journal Entry: What have you accomplished? What progress are you making towards your goals?

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Fitness Plan Reflection

