

Westview Jr / Sr High School Physical Education Credit Program

Westview Jr / Sr High School will provide the opportunity for students to earn the second of their physical education credits (PE II) required for graduation through participation in Westview sponsored high school athletics. This flexibility in awarding credit is allowed by the Indiana Department of Ed.

Requirements:

1. PE waiver contract completed and signed by student, parent and PE Teacher of Record.
2. Completion of one semester of Physical Education (PE I) in the classroom.
3. Student must successfully complete **two (2)** athletic seasons in good standing. **"Complete"** means the student was not removed from team participation as a result of:
 - a. Academic ineligibility
 - b. Discipline (either team or school)
 - c. Prolonged injury resulting in a loss of more than 1/3 of the season
 - d. Any other reason as agreed upon by both the coach and high school administration.
4. Completion of the **Physical Education Standards Journal**.

Athletic Participation Eligible for Credit:

Baseball, Basketball, Cross Country, Golf, Gymnastics, Soccer, Softball, Swimming, Tennis, Track, Volleyball and Wrestling.

Assessment:

1. Grading and credit will be determined by the PE Teacher of Record with assistance from the coaches of the athletic teams.
2. Grades will be awarded on an "A", "C" or "F" scale based on proficiencies demonstrated in the physical participation of the student during the season and in his/her written component.

Note: This waiver under no condition requires a coach of a sport to change their team rules for eligibility nor forces a coach to place an athlete on a team if there are tryouts or cuts.

Waiver Signatures:

I have read the above requirements and agree to fulfill all my responsibilities. I also understand that by signing this agreement, if by the start of my senior year in high school I have not met the above conditions for acquiring PE II credit, I will be scheduled into PE II (classroom).

Student Signature _____

PE Teacher of Record _____

Parent Signature _____

School Counselor _____

Date Submitted _____

Date Accepted _____

All course work must be completed 2 weeks prior for the grade to count in the current semester.

Name: _____
Activity/Sport: _____

Physical Education Standards Journal

For each standard, the student-athlete shall document a minimum of one example illustrating their attainment of each standard. ***Failure to document each standard shall result in the student-athlete not receiving P.E. credit.***

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

- 9.1.1 Demonstrate activity-specific skills in individual, dual, and team physical activities.
(2-3 sentence description of the activities performed in conditioning, practice, or games that were completed individually, with a partner, and as a group)
Example:
- 9.1.2 Perform creative rhythmic movement patterns with increasing degrees of difficulty.
(2-3 sentence description of the activities performed in conditioning, practice, or games that required a specific pattern – i.e. offensive plays)
Example:
- 9.1.3 Model or teach mature motor skills and movement patterns to another student.
(2-3 sentences describing the activities performed in conditioning, practice, or games that required you to teach or model a skill or activity to a teammate)
Example:
- 9.1.4 Perform specific skills at an advanced performance level.
(2-3 sentence description of the activities performed in conditioning, practice, or games that has required practice and training in order to complete)
Example:

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- 9.2.1 Apply previously learned strategies and tactics in the performance of selected physical activities.
(2-3 sentence description of the activities performed in conditioning, practice, or games that were improved after feedback was given by coach or director)
Example:

- 9.2.2 Analyze and evaluate information about motor skills and patterns that lead to improved physical performance.
(2-3 sentence description of the activities performed in conditioning, practice, or games that were improved after feedback was given by coach or director – i.e. coach's feedback on swimming technique)
Example:

Standard 3

Physical Activity: Students participate regularly in physical activity.

- 9.3.1 Identify available community resources that promote an active lifestyle.
(2-3 sentences identifying the resources available through the community that assists you in maintaining your physical fitness)
Example:
- 9.3.2 Compare and contrast available community and/or online resources that provide active lifestyle products for purchase.
(2-3 sentences identifying and comparing and contrasting the resources available to you through your community to those that you may purchase for your own personal use)
Example:

- 9.3.3 Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).

(2-3 sentences identifying the activities performed in conditioning, practice, or games that increase your muscular strength, endurance, etc.)

Example:

- 9.3.4 Participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness.

(2-3 sentences identifying the activities performed in conditioning, practice, or games that you could continue to perform that will help you maintain and improve your fitness throughout the rest of your life)

Example:

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

- 9.4.1 Create a personal workout program to achieve and maintain an optimal level of health-related physical fitness.

(2-3 sentences identifying the activities performed in conditioning, practice, or games that have assisted you in creating your own personal workout program to help you maximize your athletic potential)

Example:

- 9.4.2 Identify and evaluate personal physiological responses to exercise.

(2-3 sentences describing how you monitor your body responses before, during, and after exercising – also describe methods of recovery and amount of recovery time needed)

Example:

9.4.3 Identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance.

(2-3 sentences identifying the benefits of proper nutrition and how avoidance of chemical substances contribute the improvement of your physical performance)

Example:

Standard 5

Responsible Personal and Social Behavior: Students exhibit Responsible personal and social behavior that respects self and others in physical activity settings.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

(2-3 sentences identifying the activities performed in conditioning, practice, or games that demonstrate the proper care of equipment or facilities)

Example:

9.5.2 Relate the benefits of physical activities to social and emotional well-being.

(2-3 sentences explaining how your participation has helped improve your social and emotional welfare)

Example:

9.5.3 Describe the potential physiological risks associated with physical activity in various environments.

(2-3 sentences identifying the specific activities that could be harmful if performed in extreme environments – i.e. risks associated with prolonged jogging in hot and humid climate without an adequate amount of water)

Example:

9.5.4 Identify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities.

(4-5 sentences comparing similarities and differences in cross-cultural games – i.e. differences between lacrosse and stickball, netball and basketball, and rugby and football)

Example:

- 9.5.5 Develop strategies for inclusion of all students in physical activity.**
(2-3 sentences describing how activities, games, and equipment can be adapted to meet the needs of everyone including individuals with disabilities)
Example:

- 9.5.6 Apply game rules accurately and fairly during activity.**
(2-3 sentences identifying the activities performed in conditioning, practice, or games that required you to fairly apply the rules of your particular sport or activity without direct supervision of your director, coach, judge, or game official)
Example:

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- 9.6.1 Identify positive mental and emotional aspects of participation in a variety of physical activities.**
(2-3 sentences describing the psychological benefits of your physical activity – i.e. relaxation, mental alertness, social interaction, etc.)
Example:

- 9.6.2 Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity.**
(2-3 sentences describing your emotional benefit and the release of stress by participating in your activity)
Example:

- 9.6.3 Reflect on reasons for choosing to participate in selected physical activities.**
(2-3 sentences describing why you chose to participate in this activity)
Example: