

LINCOLN HIGH SCHOOL  
Alternative Supervised Physical Education  
(ASPE)

	SUMMER 2011	SEMESTER 1 2011	SEMESTER 2 2012
COURSE NUMBER	35428S	35425	35428
DATES	MAY 31-JULY 29	AUGUST 1-DECEMBER 16	JANUARY 2 - MAY 25

Lincoln High School students may earn physical education credit through an alternative supervised program (ASPE) during the fall, spring, or summer sessions. ASPE does count toward minimum course load requirements and IHSAA eligibility. One credit total may be earned.

1. ASPE has been approved ONLY for the following activities:
  - a. All IHSAA recognized sports
  - b. Marching Band/Color Guard
  - c. Cheerleading/Dance
  - d. JROTC Drill Team
2. The application and standard journal for ASPE is available from counselors or on the LHS website. The application must be completed and signed by the student, parent, counselor, and coach/instructor.
3. The application must be approved by the student's guidance counselor prior to official enrollment. Hours of participation will count only AFTER the student is officially enrolled in ASPE.
4. Students may earn one (1) credit for ASPE (Basic Physical Education I and/or II) during their time at LHS.
5. Students are limited to one (1) credit per sport season. Credit will be issued at the end of the sport season. One (1) credit may be earned in the summer through athletic participation under the direct supervision of a coach. The player must be in GOOD STANDING with the coach, team and school to receive credit.
6. To receive credit, the student must participate and receive seventy (70) hours of direct instruction from his/her coach or instructor.
7. The total seventy (70) hours and all paperwork must be completed and submitted to the guidance counselor no later than five (5) school days prior to the end of the semester.
8. Minimum requirements include seventy (70) hours of direct instruction and successful completion of 75% of the indicators/standards. Grades will be issued by the Health/Physical Education department chair or his/her designee.
9. Failure to provide the proper documentation, failure to meet the indicated deadlines, failure to meet a score of 75% of the indicators/standards, or participation in an activity/sport different from what was approved will result in no credit being issued.
10. While collaboration and cooperation between students is understood, all submitted work and documentation must be original in nature.

Alternative Supervised Physical Education - Application

APPLICATION DIRECTIONS:

1. Student must complete this form and submit it to the Guidance Department no later than five (5) school days prior to the end of the semester.
2. DOCUMENTING PARTICIPATION: Student must submit the calendar or schedule illustrating the dates and times the student was under the direct supervision of the coach/instructor.
3. DOCUMENTING SUPERVISION: The coach/instructor must:
  - a. Initial he/she has provided opportunity for the student to complete each of the PE standards listed.
  - b. Affirm the seventy (70) hours of supervision.
4. DOCUMENTING STANDARDS: For each standard, the student must describe the INDICATOR that meets the requirement of the standard AND attach documentation of the work of the indicator when the indicator involves creating a product. (See Appendix A.)

THIS SECTION TO BE COMPLETED BY THE STUDENT AND PARENT

NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ GRADE \_\_\_\_\_

ACTIVITY \_\_\_\_\_

To the Student:

As the ASPE student, I have read and understand the program requirements. I agree to fulfill all requirements. I also understand that if these are not met, I will not receive credit in Alternative Supervised Physical Education. I further am aware that if documentation is incomplete or not handed in on time, I will forfeit this credit.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

To the Parent:

As a parent of the above named student, I have read and understand the requirements needed to earn credit in Alternative Supervised Physical Education. I understand all expenses with this alternative program are the responsibility of the family.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

THIS SECTION TO BE COMPLETED BY THE COACH/INSTRUCTOR

As a coach or instructor of the above named student, I have read and do understand the requirements needed to earn credit in Alternative Supervised Physical Education. I agree to directly supervise and guide the student in fulfilling the physical education standards and fulfilling the required seventy (70) hours of contact time. I will review each physical education standard and initial each to indicate that the standard has been met. I understand there is no additional compensation from Vincennes Community School Corporation for assuming this responsibility.

Name of Coach/Instructor: \_\_\_\_\_

Approval Signature of Coach/Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

THIS SECTION TO BE COMPLETED BY THE COUNSELOR

I approve of this student's participation in the Alternative Supervised Physical Education program.

Counselor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Activity/Sport: \_\_\_\_\_

## PHYSICAL EDUCATION STANDARDS JOURNAL

For each standard, the student shall document a minimum of one example illustrating their attainment of each standard. Failure to document each standard shall result in the student 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 sentences description of the activities performed in conditioning, practice, or games that were completed individually, with a partner, and as a group)  
Indicator:

\_\_\_\_\_ 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)  
Indicator:

\_\_\_\_\_ 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 a skill or activity to a teammate)  
Indicator:

\_\_\_\_\_ 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 compete)  
Indicator:

**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 instructor.)

Indicator:

\_\_\_\_\_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 instructor - i.e. coach's feedback on swimming technique.)

Indicator:

**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.)

Indicator:

\_\_\_\_\_ 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 the community to those that you may purchase for your own personal use.)

Indicator:

\_\_\_\_\_ 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.)

Indicator:

\_\_\_\_\_ 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 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.)

Indicator:

#### **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)  
Indicator:

\_\_\_\_\_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)  
Indicator:

\_\_\_\_\_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 contributes to the improvement of your physical performance)  
Indicator:

## **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.)

Indicator:

\_\_\_\_\_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.)

Indicator:

\_\_\_\_\_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.)

Indicator:

\_\_\_\_\_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.)

Indicator:

\_\_\_\_\_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.)

Indicator:

\_\_\_\_\_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 instructor, coach, judge, or game official.)

Indicator:

## **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.)

Indicator:

\_\_\_\_\_ 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.)

Indicator:

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

Indicator:

I attest I have supervised this student a minimum of seventy (70) contact hours required to earn this credit.

\_\_\_\_\_  
Coach/Instructor

\_\_\_\_\_  
Date

I attest that this student has met the proficiencies required by the state of Indiana and has earned a credit in Physical Education with the grade of \_\_\_\_\_.

\_\_\_\_\_  
Physical Education Instructor

\_\_\_\_\_  
Date

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FREQUENTLY ASKED QUESTIONS

1. When can credit be earned for each activity?

All IHSAA athletic teams and cheerleading	Summer session
Fall Sports	Semester 1
Winter Sports	Semester 2
Spring Sports	Semester 2
Marching Band	Semester 1
Cheerleading	Semester 2
Dance Team	Semester 2
JROTC Drill Team	Semester 2

2. When will the credit be posted to the student's transcript? At the end of the stated semester
3. Can PE I and PE II be graded as Pass/Fail? No, the IDOE recommends that a grade be assigned for all physical education classes since these are required courses and no P/F grade may be earned by a student seeking a Core 40 diploma, a Core 40 with Academic Honors diploma, or a Core 40 with Technical Honors Diploma
4. Can a lay coach (non-teacher) still be the facilitator of this course? Yes, since the grade is being assigned by a licensed Physical Education teacher.
5. Does ASPE count as a class toward IHSAA eligibility? Yes. But consideration must be taken as to which semester the credit will be earned.
6. If a student is injured in the sport and can't participate is credit still given? If the student is injured and is not able to participate, it may still be possible for the PE teacher to work with the coach/instructor to develop an adapted program that would allow the student to complete the standard within their physical limitations. Students must meet the standards to earn credit.
7. Does the student have to letter to get credit? No credit is related to meeting the standards.
8. How is a grade issued? The PE teacher grants the credit and should work with the coach/instructor to identify that standards have been mastered. For example, 17 out of the 22 standards met is the minimum acceptable for a "C" in the course.
9. What happens if there is a discrepancy over the awarding of credit? The principal serves as the final appeal for questions or concerns over the waiver and awarding of the credit.

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RATIONALE

On February 4, 2009 the Indiana State Board of Education issued a blanket waiver providing flexibility for high schools to adapt their physical education requirement for students who demonstrate proficiency through other means. Students must gain two (2) credits in physical education to be eligible for graduation under state guidelines. Lincoln High School has provided an opportunity for students to fulfill one (1) credit with a waiver process. The other credit must be earned through traditional means. Physical education standards must be met in order to obtain credit in both the ASPE and PE I/II.

## APPENDIX A

### STANDARDS AND EXAMPLE INDICATORS

#### Standard 1

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

Most students in grades nine and above have reached a high level of competency in movement forms and can demonstrate mastery in selected lifetime activities. Through observation, analysis, and practice, they develop motor skills to the highest level possible for them at this developmental stage. Students participate in a variety of individual and dual lifetime activities, team sports, recreational games, dance, and fitness activities.

9.1.1 Demonstrate activity-specific skills in individual, dual, and team physical activities.

Example: Participate in tactical games that require advanced eye-hand/foot coordination and high levels of strategy (e.g., net/wall, field, invasion, and target sports using specialized skills and strategies).

9.1.2 Perform creative rhythmic movement patterns with increasing degrees of difficulty.

Example: Choreograph and perform movement sequences and/or dances to a musical selection.

9.1.3 Model or teach mature motor skills and movement patterns to another student.

Example: Instruct a peer how to perform a proficient badminton serve.

9.1.4 Perform specific skills at an advanced performance level.

Example: Practice tennis strokes by successfully executing a forehand drive, backhand drive, serve, lob, and/or overhead smash.

#### 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.

Students strive for improving their skill level in motor skills by applying learned concepts associated with movement and through analysis of their own skills. They bring together many disciplines such as physics and anatomy to gain a better understanding of how and why they move as they do. Students assume performance outcomes based on movement principles and plan their goals for improvement.

9.2.1 Apply previously learned strategies and tactics in the performance of selected physical activities.

Example: Participate in physical activities (e.g., martial arts, table tennis, team handball) using appropriate tactical decisions (a plan of action to advance a purpose or gain an advantage).

9.2.2 Analyze and evaluate information about motor skills and patterns that lead to improved physical performance.

Example: Analyze and judge the effects of force, motion, and stability (balance) on successful physical performance (e.g., videotape a golf swing and identify the critical elements of the skill).

#### Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Students participate regularly in a variety of physical activities of interest and availability that can be continued for a lifetime. These activities are representative of the goals and objectives previously designed into the student's individual fitness program and are complimentary to the student's strengths and activity preferences.

9.3.1 Identify available community resources that promote an active lifestyle.

Example: Construct a list of local facilities that offer fitness activities, calculate the cost of participating, and participate in at least one of these activities (e.g., inquire with a community center about the cost of attending a yoga or aerobics class).

9.3.2 Compare and contrast available community and/or online resources that provide active lifestyle products for purchase.

Example: Compare prices of running shoes from a variety of venues and make an informed consumer choice for the purchase.

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).

Example: Perform selected physical activities that enhance flexibility (e.g., stretching, stretch bands, partner stretching, resistance exercises through the full range of motion).

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

Example: Run, walk, or bicycle for an accumulated 60 minutes per day six days per week to achieve an age-specific and gender-specific exercise heart rate.

#### Standard 4

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

Students utilize learned principles and current practices to assess their own fitness levels using a variety of assessment tools. They analyze the results of these assessments and design a fitness program that meets their needs and interests and builds upon previously acquired fitness skills.

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

Example: Design, implement, and monitor a personal fitness program based upon the results of a pretest, frequent self-assessment, indicators of success and personal goals (e.g., set a bench press lifting goal based on a pretest and gradually increase weight and repetitions).

9.4.2 Identify and evaluate personal physiological responses to exercise.

Example: Monitor body responses before, during, and after exercise by checking and recording measurements for heart rate, exertion, and recovery time (e.g., use heart rate monitor to measure body response to exercise).

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

Example: Investigate the prevalence of performance enhancing drugs (artificial means to improve physical abilities) on athletes and summarize the harmful impact to the individual and society; create a power point of the harmful effects to present to a class.

#### Standard 5

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

High school students recognize the influence of sport on society. They analyze the effects of cultural differences on the various types of sports seen in different parts of the world. Students explore the history and purpose of international competition and compare games and physical activities in different countries. They begin to develop their own feelings about inclusion of people with physical, cultural and emotional differences in the physical activities in which they participate. Students analyze environments and situations for safety and apply this analysis to their physical activities to ensure maximum positive results with minimum safety hazards. They anticipate potential conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially acceptable ways.

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

Example: Anticipate potentially dangerous situations related to physical activity (e.g., attach safety clip to shirt while operating the treadmill; check a softball bat prior to stepping up to the plate).

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

Example: Participate with friends and/or family in physical activities to relax, relieve stress.

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

Example: Track environmental conditions to avoid dehydration, overexertion, heat exhaustion and hypothermia during physical activity (e.g., monitor temperature and humidity; drink water while jogging and/or playing tennis or football in hot weather; wear sunscreen; identify sheltered areas for protection in hot or cold environments).

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

Example: Compare similarities and differences in cross-cultural games (e.g., research differences between lacrosse and stickball, netball and basketball, and rugby and football) in relation to participation possibilities in different countries.

9.5.5 Develop strategies for inclusion of all students in physical activity.

Example: Discuss and implement how activities, games, and equipment can be adapted to meet the needs of everyone including individuals with disabilities (e.g., develop swimming strategies to include a student with cerebral palsy).

9.5.6 Apply game rules accurately and fairly during activity.

Example: Self-officiate a game of pickle ball with a classmate in an agreeable manner.

## Standard 6

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

Students enjoy expressing their emotions through physical activity. Members of teams or activity groups experience positive feelings associated with individual and group successes and learn how to control feelings in competitive situations. Students seek out challenging activities without fear of failing. They recognize and articulate the value of participation in physical activities and the social interaction provided. The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

9.6.1 Identify positive mental and emotional aspects of participation in a variety of physical activities.

Example: Describe the psychological benefits of swimming laps with family members two times a week (e.g., mental alertness, relaxation, social interaction).

9.6.2 Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity.

Example: Express emotions and release energy and/or stress by participating in a challenging game of tennis.

9.6.3 Reflect on reasons for choosing to participate in selected physical activities.  
Example: Create and distribute a pamphlet to promote the health benefits of physical activity for peers.