

# PE By Proficiency District Course Syllabus

## **Course Description:**

PE By Proficiency allows students to attain PE credit by independent study in an activity that fits their interests, abilities, and lifestyle. Students attain credit through the selection of an activity and documentation of goal setting, implementation, and reflection that meet Oregon State PE Standards. With support from a staff member to help check in on progress towards goals, by the end of the course students will be able to articulate their personal fitness goal, how they used a selected activity to meet that goal, and reflect on the barriers they overcame and the implications of this experience on their lifetime fitness.

## **Course Requirements:**

See Documentation Guidelines below for associated Oregon PE Standards and specific deliverables for each Requirement.

- 1) Activity Proposal (to include Activity Selection and Practice Plan)
- 2) Documentation of Activity (log, journal, etc)
- 3) Mid-term progress check-in with staff
- 4) Reflection on Success (may be written, a speech, a video, etc.)

## **Student Grading:**

Pass/No Pass (P/NP)

This course will not factor into a student's GPA.

Should a student need to adjust their activity and related plan mid-semester, the student must connect with the instructor to submit a revised activity proposal. In such a case, work completed from the original plan will count towards completion of the course goals in combination with the new plan's activities.

## **Teacher of Record:**

***Elizabeth Hering***

## **STEP 1: DEVELOPMENT OF ACTIVITY PROPOSAL (BEFORE THE ACTIVITY)**

**Select one** of the following Standards Options that relates to the activity you will use for your course of study by **checking the box** next to the option number. Then fill out the statement at the end of this section to identify your activity. In order to meet Standard PE.3.HS.4, **the student must participate in the activity several times per week until the improvement goal of the program is attained.**

- Option 1) The activity chosen involves a team or individual sport or a lifetime activity that includes physical movement and refinement of physical precision.

*Examples include: organized team or individual sports such as basketball, soccer, swimming, golf, tennis or lifetime activities that involve physical movement such as horseback riding or cycling.*

### **Standards Addressed:**

- PE.1.HS.1 Level 2: Student refines activity-specific movement skills in one or more lifetime activities.
- PE.5.HS.2 Level 2: Student chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

- ~~XXXX~~  2) The activity chosen features a rhythmic activity used in cultural and social occasions.

*Examples include: any performance-based rhythmic activity such as marching band, competitive cheer, or dance*

### **Standards Addressed:**

- PE.1.HS.2 Level 1: Student demonstrates competency in rhythmic activities used in cultural and social occasions, or demonstrates competency in one form of rhythmic activities.
- PE.5.HS.2 Level 2: Student chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

- Option 3) The activity chosen involves improvement of fitness through strength training, cardiovascular-respiratory work, and flexibility enhancement.

*Examples include: personal fitness activities such as yoga, cross-fit, weight training, cardio/strength classes, running, walking, etc.*

### **Standards Addressed:**

- PE.1.HS.3 Level 1-2: Student demonstrates competency of specialized skills in health-related fitness activities through addressing one or more component of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.
- PE.5.HS.2 Level 2: Student chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

**© The activity I plan to use for my PE By Proficiency Course is: Marching Band ©**

## **STEP 2: GOAL SETTING AND PRACTICE PLAN (BEFORE THE ACTIVITY)**

What is your goal for improvement in the activity you have selected?

***(Standard PE.2.HS.3 Level 1: Student creates a practice plan to improve performance.)***

My goals are to improve musical timing, tone, and rhythm as well as physical endurance, strength, and balance. These goals will be met through the regimented exercises and musical activity of Marching Band.

What is the frequency and duration of the activity proposed? (How often and how long do you plan to practice?)

***(Standard PE.3.HS.4 Level 1: Student participates several times per week in a self-selected lifetime activity, rhythmic activity, or fitness activity outside of the school day.)***

This activity will be completed daily during the last half of August, and 2-3 times a week during fall semester.

Where will you participate in the activity?

At McNary High School.

What equipment will you need?

My instrument, music, and appropriate clothing for the activity.

What are key words, specific to this activity, that you will need to know in order to participate and succeed?

Write the words and their definitions below.

***(Standard PE.2.HS.1 Level 1: Student identifies and defines the terminology associated with...activities)***

(students define these)

1. Glide Step:
2. Interval (spacing):
3. 8 to 5:

What people will you need to help you be successful in your plan?

My director, coaches and section leaders.

What are any barriers you may encounter while trying to meet your goal? How will you overcome these barriers?

***(Standard PE.4.HS.1 Level 1: Student understands personal factors and barriers that impact participation.)***

(Student answers this)

**STEP 3: DOCUMENTATION OF PRACTICE (DURING THE ACTIVITY)**

***Standard PE.3.HS.4 Level 1: Student participates several times per week in a self-selected lifetime activity, rhythmic activity, or fitness activity outside of the school day.***

Student must demonstrate evidence of participation in the selected activity several times per week in the duration/frequency that is identified in the Practice Plan.

Student may document this using a log, journal, print outs of fitness club attendance, or other means.

**Example Documentation Log:**

Date	Time Start	Time End	Total Time	Activity

**MID-TERM CHECK IN WITH TEACHER OR STAFF (DURING THE ACTIVITY)**

I met with my course teacher or advisor on \_\_\_\_\_ (date).

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

Staff Signature: \_\_\_\_\_

**Agenda:**

- 1) Review student Activity Proposal; discuss progress towards goal
- 2) Review student Documentation of Practice; solicit feedback
- 3) Discuss deliverables and plans for the Reflection on Success product
- 4) Discuss due dates for the Reflection on Success and final Documentation of Practice

**Student Notes:**

#### **STEP 4: REFLECTION ON SUCCESS OF PLAN (AFTER THE ACTIVITY)**

Demonstration of this step may be done in writing (written reflection), speaking (presentation), or multimedia (video, etc) by answering the questions below.

- 1) Did you meet your goal as planned? Why or why not?
- 2) What did you learn about your activity by participating in this course? Use the key vocabulary from your plan in discussing your learning.  
***(Standard PE.2.HS.1 Level 2: Understands and applies the terminology associated with activities.)***
- 3) During your practice time, how did you adjust to ensure improvement in the activity you selected?  
***(Standard PE.2.HS.2 Level 1: Uses movement concepts and principles to analyze and improve performance of self in a self-selected skill)***
- 4) What barriers did you encounter during your practice? How did you overcome them?  
***(Standard PE.4.HS.1 Level 2: Employs effective self-management skills to evaluate personal factors and barriers that impact participation and modifies physical activity patterns, as needed.)***
- 5) What are the benefits of this activity in terms of your overall health and fitness?  
***(Standard PE.5.HS.1 Level 1: Analyzes the health benefits of a self-selected physical activity.)***
- 6) What are the benefits of an active lifestyle in general, as learned in this course?  
***(Standard PE.3.HS.1 Level 1: Discusses the benefits of a physically active lifestyle.)***

**FOR THE TEACHER: DOCUMENTATION OF COURSE STANDARDS**

<b><u>STANDARD</u></b>	<b><u>COURSE REQUIREMENT</u></b>	<b><u>MET</u></b>	<b><u>NOT MET</u></b>
<p>PE.1.HS.1 Level 2: Student refines activity-specific movement skills in one or more lifetime activities.</p> <p>OR</p> <p>PE.1.HS.2 Level 1: Student demonstrates competency in rhythmic activities used in cultural and social occasions, or demonstrates competency in one form of rhythmic activities.</p> <p>OR</p> <p>PE.1.HS.3 Level 1-2: Student demonstrates competency of specialized skills in health-related fitness activities through addressing one or more component of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.</p> <p>-----</p> <p>AND</p> <p>PE.5.HS.2 Level 2: Student chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p><b>Proposal/Practice Plan</b></p> <p>Student Selects Standard Option 1, 2 or 3</p> <p>AND</p> <p>Activity selected that meets the Standard Option selected</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>PE.2.HS.3 Level 1: Student creates a practice plan to improve performance.</p>	<p><b>Proposal/Practice Plan</b></p> <p>Student sets an improvement goal.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>PE.2.HS.1 Level 1: Student identifies and defines the terminology associated with...activities</p>	<p><b>Proposal/Practice Plan</b></p> <p>Student identifies key vocabulary of the activity.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>PE.4.HS.1 Level 1: Student understands personal factors and barriers that impact participation.</p>	<p><b>Proposal/Practice Plan</b></p> <p>Student identifies personal factors and barriers and anticipates how to surmount them.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>PE.3.HS.4 Level 1: Student participates several times per week in a self-selected lifetime activity, rhythmic activity, or fitness activity outside of the school day.</p>	<p><b>Documentation of Practice</b></p> <p>Student documents participation several times per week outside of the school day in accordance with their plan.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

	<b>Mid-Term Check In Completed</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVER</b>			
<b><u>STANDARD</u></b>	<b><u>COURSE REQUIREMENT</u></b>	<b><u>MET</u></b>	<b><u>NOT MET</u></b>
PE.2.HS.1 Level 2: Understands and applies the terminology associated with activities.	<b>Reflection on Success of Plan</b> Student applies the key vocabulary in their discussion about the success of the plan.	<input type="checkbox"/>	<input type="checkbox"/>
PE.2.HS.2 Level 1: Uses movement concepts and principles to analyze and improve performance of self in a self-selected skill	<b>Reflection on Success of Plan</b> Student discusses how they adjusted their plan in order to ensure they met their improvement goal.	<input type="checkbox"/>	<input type="checkbox"/>
PE.5.HS.1 Level 1: Analyzes the health benefits of a self-selected physical activity.	<b>Reflection on Success of Plan</b> Student discusses the health benefits of the activity.	<input type="checkbox"/>	<input type="checkbox"/>
PE.3.HS.1 Level 1: Discusses the benefits of a physically active lifestyle.	<b>Reflection on Success of Plan</b> Student discusses the general benefits of a physically active lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>







