



**CREDIT FOR LEARNING**

**FITNESS FOR LIFE**  
(grade 9)

## CREDIT FOR LEARNING

Earning course credit for a planned out-of-school learning experience

### Dear Student,

Credit for learning might be a good option for you if...

- ❑ You, your parents and dean agree that doing an out-of-school project would be a good way for you to earn a credit that you need.
- ❑ You have been successful with highly independent projects.
- ❑ You already have a special interest and involvement from which you could develop a project proposal.
- ❑ You have the background, extra time, and family support required to design and complete an out-of-school project.
- ❑ You know of an out-of-school expert in the content area who would be willing to sign on as your consultant.

### On the other hand,

Credit for learning might *not* be a good option for you if...

- ❑ Your out-of-school time is already filled with many activities.
- ❑ You don't like taking on extra responsibilities outside of school.
- ❑ You suspect that doing an out-of-school project might be much easier than taking a course in school.
- ❑ Your parents have limited time to monitor your progress.
- ❑ You have been much more successful with teacher directed projects than with more independent assignments.
- ❑ You don't know of anyone with the background to serve as your content area expert.

**YOU MUST HAVE PARENT PERMISSION TO SUBMIT A CREDIT FOR LEARNING PROPOSAL.**

QUESTIONS?—please talk to your dean.

## Fitness for Life (grade 9) – Credit for Learning Requirements

The Mounds View Learner Outcomes for this course are attached. Learner outcomes are statements that describe what a student is expected to know and be able to do as a result of their learning experiences. In the school, all teaching, assessment and guidance is designed to support students in attaining the required learner outcomes at a high level.

Design your credit for learning experience in a way that allows you to learn and demonstrate increased proficiency in all six areas. The skill and understanding of concepts that enable you to take responsibility for your fitness through healthful and effective means is a major goal of this PhyEd experience. The proposal must include fitness planning, tracking follow-through and results, and on-going reflection / self-evaluation.

Please document at least 2 “check-ins” with your consulting expert—dated signature is sufficient.

Check your work against the following criteria throughout and at the end of the project.

The **plan** is based on fitness principles and takes into account all areas of fitness—cardiovascular, endurance, flexibility and muscle strength.

- Fitness assessment yields useful information for goal setting, progress monitoring and evaluation.
- Goals address needs (as indicated by assessment) in all four areas.
- Selected strategies match up with the goals.

The **log** displays clear documentation of the fitness program by:

- Tracking frequency, intensity, time, and types of activities.
- Showing how the principles of overload, progression, and specificity are applied through the project.

The **journal** is a comprehensive written reflection on learning through decision-making, planning, follow-through, and self-evaluation related to the fitness plan, training, and activities. The journal includes:

- Observations of fitness needs and changes
- Accurate references to cause and effect relationships between activity, lifestyle choices and total body fitness
- Explanation that relates fitness goals to assessment data
- References to selected strategies and activities that show understanding of:
  - The training required to achieve the goals, and
  - How your potential for success is affected by factors such as your interests, social relationships, ingrained lifestyle habits, time available, motivation, etc.
- Description of adjustments to the plan and explanation of how changes increase the potential for success.
- On-going self-evaluation that is supported by documented data, and describes new insights, increased skill, and/or deepened understanding.
- Use of fitness vocabulary that reflects an understanding of body fitness concepts.

## Grade 9 Physical Education Outcomes

### **1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)**

#### The student will:

Demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, gymnastics

Document competence in two or more types of movement forms, such as playing a sport using all the skills and strategies, demonstrating proficiency in a variety of swimming strokes, or creating and demonstrating a gymnastics routine

### **2: Demonstrates understanding of movement (wellness) concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities (including fitness & nutrition). (Knowledge)**

#### The student will:

Assess the movement skills of self and others.

Identify and apply critical elements to enable the development of movement competence/proficiency.

Identify and apply dietary practices to achieve and maintain a healthy body and reduce health risks associated with poor dietary habits.

Identify and apply fitness principles to achieve and maintain a healthy body and reduce health risks associated with a sedentary lifestyle.

### **3: Participates regularly in physical activity. (Physical Activity)**

#### The student will:

Participate regularly in health-enhancing and personally rewarding physical activity in multiple settings

Develop and conduct a personal physical activity program meeting their needs

Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle

### **4: Achieves and maintains a health-enhancing level of fitness.**

#### The student will:

Participate in a variety of health-enhancing physical activities

Use principles of training for the purpose of modifying levels of fitness.

Assess personal health-related fitness based on an accurate fitness assessment

Meet or show progress toward health-related fitness standards such as the Presidential Fitness Program,

Fitnessgram, or another standardized health-related assessment

### **5: Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)**

#### The student will:

Apply safe practices, rules, procedures, and etiquette in all physical activity settings.

Resolve conflicts in appropriate ways.

Keep the importance of winning and losing in perspective.

Accept the responsibility for taking a leadership role.

Anticipate potentially dangerous consequences and outcomes of participation in physical activity.

### **6: Values physical activity for health, enjoyment, challenge, self-expression & social interaction. (Intrinsic Value)**

#### The student will:

Enjoy participation in physical activities.

Pursue new activities both alone and with others.

Work with others to achieve a common goal through physical activity.

Identify reasons to participate in physical activity (e.g., health, enjoyment, challenge, self-expression, and social interaction).

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**PROPOSAL PROCESS**

Item	Completed (date)
Complete Proposal (pages 1 and 2)	
Obtain Parent/Guardian Signature	
Obtain Dean Signature	
Proposal Sent to District Office by Dean	
Proposal Approved	
Final Project Submitted	

1. Your High School Dean will forward the entire packet to the Curriculum Coordinator at the District Office for review (keep a copy for your records).
2. Upon review, the Curriculum Coordinator will contact the student and verbally approve the proposal or request additional information.
3. Submit final project to the Curriculum Coordinator with the signed Statement of Assurance. If project cannot be approved at this time, applicant will be contacted with what corrections, improvements or additional information is required.
4. Upon final project approval the Curriculum Coordinator will complete a Certificate of Completion and forward to the High School Dean for signature. The Dean will send a copy to parent/guardian notifying them that course credit has been granted. Original will be forwarded to High School Registrar to update student transcript.



CREDIT FOR LEARNING PROPOSAL

FORM #EG-2101

STUDENT NAME \_\_\_\_\_ HOME PHONE \_\_\_\_\_  
ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_ H.S. DEAN NAME \_\_\_\_\_

TO BE COMPLETED BY THE STUDENT:

I am requesting permission to meet the Mounds View Learner Outcomes outside the classroom, thereby fulfilling requirements of the following existing high school course (e.g. Fitness for Life, Health I, Health II "Issues in Life"):

\_\_\_\_\_  
Please write an **overview of your proposal** in the space below (provide specific information on page 2).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

TO BE COMPLETED BY PARENT/ GUARDIAN:

\_\_\_\_\_ My child and I have read the learner outcomes and fully understand what is required.

\_\_\_\_\_ My child and I also understand that:

1. The school's involvement in the credit for learning process is limited.
2. Planning, implementing and monitoring the project is the responsibility of the student & parent/guardian.
3. The school will evaluate results to determine whether credit can be given.
4. Grading is on a credit/no credit basis (no letter grades are given).

With this understanding, I give my child permission to proceed in the credit for learning process.

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

HIGH SCHOOL DEAN SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

*Submit to Curriculum Coordinator at the District Office by 8/15, 1/15, or 5/15*

**Curriculum Coordinator Notes**

## SUPPORTING INFORMATION FOR THE CREDIT FOR LEARNING PROPOSAL

### 1. Content Area Expert

Name \_\_\_\_\_  
(*someone qualified to provide expert guidance and feedback on your progress and the quality of your work*)

Business / School Name (if applicable) \_\_\_\_\_

Phone Number / Email Address \_\_\_\_\_

### 2. Timeframe for the Project

Start Date \_\_\_\_\_

Completion Date \_\_\_\_\_

Total Hours \_\_\_\_\_

### 3. Periodic Progress Review

Please indicate how you plan to track and document your progress throughout the project. Use the provided Activity and Fitness Log, or similar format, to track and document your progress.

### 4. Evidence of Work and Achievements

Please list below what you plan to submit in order to receive credit for your work. It should be material that will clearly indicate the skill and understanding that you have developed through the proposed project.

1. Self-evaluation (required)
2. Consulting Expert's Evaluation (required)
3. Activity and Fitness Log
- 4.
- 5.
- 6.



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STATEMENT OF ASSURANCE

The attached material is a true and accurate record of the skill and knowledge I have acquired and the effort I have expended to earn course credit outside of school.

The project is completed and I have submitted all documentation as agreed in the proposal.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Content Area Expert Signature \_\_\_\_\_ Date \_\_\_\_\_