

**Instruction****PHYSICAL EDUCATION****PHYSICAL EDUCATION INDEPENDENT STUDY  
STANDARD COMPETENCY DOCUMENTATION FORM****Physical Education Independent Study Program (PE ISP) Agreement**

Physical education curriculum and instruction articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. Middle and high school PE instruction helps students develop proficient movement skills in each area of physical education, work cooperatively to achieve a common goal, learn health related benefits of regular physical activity, and set goals to adopt a physically active, healthy life style.

Student electing to forgo the traditional PE course instruction must meet the following guidelines and regulations:

1. Student will log # of hours (90 total) and activities performed to fulfill standards requirements.
2. Student will receive a Pass or Fail grade, contingent upon demonstration of competence in each of the 3 PE standard areas.
3. Student in grades 6-8 and 10 may qualify for ISP if state or nationally ranked in a sport. Any other determination must be approved by the principal.
4. Student in grades 7 and 9 are required to participate in the California Fitness Gram (SB 78), in accordance with procedures as prescribed by the State Board of Education.
5. Student will demonstrate understanding of PE standards by participating in activities that demonstrate competency in the 3 Physical Education Model Content Standards. Student will demonstrate understanding of the 6 skill competencies through utilization of video, PowerPoint, certificate, skill evaluation, essay, or other formal assessment.

**Physical Education Model Content Standards:**

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| Standard<br>1 | Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. |
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- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, or individual and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, or individual and dual activities.

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| Standard<br>2 | Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. |
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- 2.1 Participate in moderate to vigorous physical activity at least four days each week
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

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| Standard<br>3 | Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. |
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- 3.5 Evaluate and refine personal goals to improve one's performance in physical activities.

*Please return completed form to school's counseling office.*

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_  
(Last name) (First name)

**Current School:** \_\_\_\_\_ **Start/End Date Requested:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_  
(Residence address) (City/state) (Zip code)

**Student Signature:** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_ **Counselor Signature:** \_\_\_\_\_  Pass  Fail  
If applicable If applicable

**Principal Approval:** \_\_\_\_\_ **Date Approved/Denied:** \_\_\_\_\_