



New Mexico Public Education Department

ALTERNATIVE CREDIT

APPROVAL REQUEST

Instructions: Please complete this form electronically from the Superintendent's, Charter School Administrator's, or designee's e-mail. Note: the boxes automatically expand as you add text.

Superintendent/Charter Administrator: _____

District/Charter School: _____

Phone: _____ Email: _____

Secondary Contact: _____ Title: _____

Phone: _____ Email: _____

Date of Submission _____

Has local school board approval been obtained? Yes No

Date of board approval. _____

PLEASE USE A SEPARATE REQUEST FOR EACH COURSE.

APPLICABLE STATUTE AND/OR STATE RULE:

6.29.1.9 PROCEDURAL REQUIREMENTS:

J. Graduation requirements.

(11) Alternative credit. Local districts, charter schools or state educational institutions may design elective courses, known as alternative credit courses, to satisfy any of the specified credits required for graduation.

(a) The process includes:

- (i) review of the licensure and endorsements of affected staff;
- (ii) review of required course content standards with benchmarks and performance standards with the proposed elective course, and summary of alignment between the two courses;
- (iii) determination of the amount of credit that will be generated;
- (iv) publication of information regarding what course is available for alternative credit and identification of STARS course number;
- (v) inclusion of the availability of alternative credit in all next-step plans;
- (vi) note on the student transcript that the graduation requirement course was completed using the named alternative credit course;
- (vii) review and preliminary approval by the local board of education or governing body of a charter school.

(b) Once the process has been completed, the district superintendent or administrator of a charter school or state educational institution shall submit a written request, with appropriate documentation, to the secretary for approval.

This box auto-expands.

Licensure and endorsement of staff that will teach the proposed course:



This box auto-expands.

Course to be replaced with its assigned STARS number:

This box auto-expands.

Proposed alternative course with STARS number if applicable:

This box auto-expands.

Amount of credit offered for the proposed alternative course:

This box auto-expands.

Please explain if there is not a one-to-one unit ratio between the two courses:

This box auto-expands.

Assurances:

How will the alternative credit information be included in the Next Step plans?

How will alternative credit information be disseminated in advance of the course offering?

This box auto-expands.

Explain rationale for alternative credit request:

This box auto-expands.



NMPED Standards	DISTRICT'S EXPLANATION and ALIGNMENT NARRATIVE
6.29.9.10 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION Grades 9-12:	In the section below, please explain how the proposed course's content aligns with EACH Content Standard, Benchmark, and Performance Standard for Physical Education.
A. Content standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will: grades 9-12 benchmark: demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports; grades 9-12 performance standards:	
(1) identify the critical elements contained in the preparatory, action and follow-through phases of movement;	
(2) analyze the critical elements contained in the preparatory, action and follow-through phases of movement;	
(3) evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics;	
(4) modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.	
B. Content standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will: grades 9-12 benchmark: apply scientific principles to learn and improve skills; grades 9-12 performance standards:	
(1) explain and demonstrate motor learning cues to help regulate their physical performance;	
(2) explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;	



(3) apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.);	
(4) identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.	
C. Content standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:	
(1) grades 9-12 benchmark 1: participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness; grades 9-12 performance standards:	
(a) identify realistic personal fitness goals based on a pre-assessment;	
(b) maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);	
(2) grades 9-12 benchmark 2: monitor exercise, eating and other behaviors related to a healthy lifestyle; grades 9-12 performance standard: demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.);	
(3) grades 9-12 benchmark 3: understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes; grades 9-12 performance standards:	
(a) identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan;	
(b) create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes;	



(4) grades 9-12 benchmark 4: use scientific knowledge to analyze personal characteristics that relate to participation in physical activities; grades 9-12 performance standards:	
(a) use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.);	
(b) analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).	
D. Content standard 4: Achieves and maintains a health-enhancing level of physical fitness. Students will:	
(1) grades 9-12 benchmark 1: recognize the importance of participation in physical activity on a regular basis; grades 9-12 performance standard: maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);	
(2) grades 9-12 benchmark 2: demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals; grades 9-12 performance standard: demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program);	
(3) grades 9-12 benchmark 3: design personal fitness programs that encompass all health-related physical fitness components; grades 9-12 performance standards:	
(a) provide rationale for the use of scientific concepts in the development of one's fitness program;	
(b) provide rationale for the principles of frequency, intensity, time and type;	
(c) demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.);	



(d) create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.	
E. Content standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:	
(1) grades 9-12 benchmark 1: identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle; grades 9-12 performance standards:	
(a) adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities;	
(b) apply appropriate etiquette in all activities;	
(2) grades 9-12 benchmark 2: initiate independent and responsible personal behavior in physical activity settings; grades 9-12 performance standard: follow general classroom and specific activity rules to insure physical and emotional safety;	
(3) grades 9-12 benchmark 3: recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution; grades 9-12 performance standards:	
(a) demonstrate the ability to make responsible decisions regardless of peer pressure;	
(b) accept consequences of personal choices;	
(c) openly discuss conflicts with the teacher and others involved while using conflict resolution skills;	
(4) grades 9-12 benchmark 4: accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals; grades 9-12 performance standard: distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.	



<p>F. Content standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:</p>	
<p>(1) grades 9-12 benchmark 1: identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation; grades 9-12 performance standards:</p>	
<p>(a) discuss why social differences and other aspects keep young adults from participating in an active lifestyle;</p>	
<p>(b) acknowledge the attributes that individuals with differences bring to a group;</p>	
<p>(2) grades 9-12 benchmark 2: develop strategies for including persons of diverse backgrounds and abilities in physical activity; grades 9-12 performance standards:</p>	
<p>(a) recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity;</p>	
<p>(b) display a sensitive attitude and a willingness to participate with others in physical activities;</p>	
<p>(3) grades 9-12 benchmark 3: evaluate how the media, particularly advertising, influence the perception of the ideal body types; grades 9-12 performance standards:</p>	
<p>(a) recognize that media messages are trying to sell products;</p>	
<p>(b) know that billboards, magazines and television will show idealistic body types;</p>	
<p>(c) critically analyze advertising messages; create print ads endorsing healthy lifestyles.</p>	
<p>G. Content standards 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:</p>	
<p>(1) grades 9-12 benchmark 1: Maintain and improve physical fitness, motor skills and knowledge about physical activity; grades 9-12 performance standards:</p>	



(a) select activities that are enjoyable and promote fitness;	
(b) identify activities that best fit their individual needs;	
(c) choose activities outside of school that provide challenges and social interaction;	
(d) recognize intrinsic value of physical activity;	
(2) grades 9-12 benchmark 2: evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle; grades 9-12 performance standards:	
(a) identify key reasons to develop and maintain physical activity and healthy eating habits;	
(b) recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health;	
(3) grades 9-12 benchmark 3: analyze time, cost and accessibility factors related to regular participation in physical activities; grades 9-12 performance standards:	
(a) identify barriers and enablers to regular physical activity specific to his or her situation;	
(b) create a time management plan to facilitate regular physical activity participation;	
(4) grades 9-12 benchmark 4: recognize the feelings that result from physical activity participation; grades 9-12 performance standards:	
(a) reflect on reasons for choosing to participate in selected physical activity;	
(b) create self rewards for achieving personal fitness goals;	
(c) experience the feeling of satisfaction about personal fitness accomplishments;	
(d) evaluate the physical, social and psychological benefits of a healthy and active lifestyle.	



This box auto-expands.



FOR PED INTERNAL USE ONLY:	PED PS #
Reviewed by:	Date:
<i>RATIONALE FOR APPROVAL:</i>	Date:
Concur with staff recommendations for approval:	Date:
Hanna Skandera Secretary-Designate of Education	
<i>RATIONALE FOR NON-APPROVAL:</i>	Date:
Concur with staff recommendations for non-approval:	Date:
Hanna Skandera Secretary-Designate of Education	
Returned to Superintendent by:	Date: