

POINT PLEASANT BOROUGH HIGH SCHOOL

ATHLETIC DEPARTMENT

(732) 701-1900, Ext. 2227
Fax (732) 701-1882

808 Laura Herbert Drive
Point Pleasant, NJ 08742

Option II for Alternative Physical Education Overview

Please be advised that Option II provides students with the opportunity to meet New Jersey Core Curriculum Content Standards in a setting other than the traditional classroom.

Participation in activities such as gymnastics, dance, competitive swimming and interscholastic athletics can be used as an alternative to a 45-minute daily physical education class if the student can demonstrate that he or she is learning the standards that would be guiding the instruction developed by the physical education teacher.

If approved for Option II Alternative Physical Education, the student will receive a copy of the New Jersey Core Curriculum Content Standards for Health and Physical Education. He/She should review Standard 2.1 Wellness, Standard 2.2 Integrated Skills, Standard 2.5 Motor Skill Development and Standard 2.6 Fitness. In order to grant credit under Option II, the Point Pleasant Borough School District requires the student to a) answer guided journal questions related to health and physical education based on their out-of-school activity, competition band, or interscholastic sport b) create a portfolio, or c) design a project, where he/she documents the ways in which he/she is learning these standards. All students applying for an Option II Physical Education Program off campus (i.e. outside dance studios, travel soccer, all-star cheerleading) must complete a log of hours he/she participated in his/her activity and must have his/her coach/instructor verifying the participation hours. The Point Pleasant Borough High School Physical Education Teachers will provide the student with more information following approval of the request.

In addition, NJ State Statute 18A: 35-5, 7 and 8 requires 150 minutes of participation in physical education weekly. The PPBSD requires that the student must have the coach/instructor verify that the student was present for at least 150 minutes over a 3 day period each week.

Point Pleasant Borough High School Physical Education - Option II

Once approved, students are responsible for keeping track of hours and presenting documentation of their progress towards meeting the standards to their assigned Physical Education Teacher every two weeks. All forms must be turned in by the specified dates (see marking period calendar). A mid marking period check will be administered and an interim report will be given. The established protocol and specific forms are expected to be adhered to. Students are responsible for meeting the minimum of 150 minute per week requirement over at least a 3-day period, documenting physical activity on the **LOG FORM**, as well as explaining the link to the Content Standards in their **ASSIGNMENT**. Students will receive a grade of "P" or "F" at the end of each quarter, as well as mid-marking period progress. 100% compliance is required in order to receive a passing grade for the marking period. *Any late assignments during the marking period may result in failure for the marking period.*

In case of injury, sickness or the inability to participate in any physical activity, a doctor's note will be required and must be presented to the High School's nurse's office in order for the

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student to be excused. Parental notes for illness will not be accepted to excuse students from their activity.

Student Responsibility

Students are responsible for obtaining a signature every two weeks from their coach or advisor. This signature will verify the time requirement. The assigned Physical Education teacher will also sign the log to verify that your journal entries reflect completion of the New Jersey Core Curriculum Content Standards.

Parent/guardian and students have sole responsibility for student learning, academic progress, liability, and submitting the proper documentation on the dates required. LOGS and JOURNALS/PORTFOLIO/PROJECT are expected to be handed to your assigned Physical Education teacher. *Any documentation that has been forged, plagiarized, or cannot be verified by the coach or advisor will result in a "F" for the marking period.*

Copying journal entries is considered a violation of the **Academic Integrity Policy** and is therefore prohibited. Students will receive a warning for a first violation of the policy and will have to rewrite the journal entries. A call home to the student's parents will be made by the Physical Education Teacher to inform the parent of the violation. If a second violation occurs, the Physical Education Teacher will arrange for a meeting with a building administrator, the student, and parents/guardians of the student. *A 2nd violation may result in failure for the marking period.*

Student grading will be similar to the process used when students have a medical excuse for part of the year.

- Students who take Option II for a full year will receive either a "P" or "F." Students who participate in the Option II program for one or two marking periods will be graded as such:
 - * One marking period of Option II and two marking periods of regular Physical Education class will result in a numerical grade (%) for the year
 - * Two marking periods of Option II and one marking period of regular Physical Education class, in addition to the student's health class will result in a numerical grade (%) for the year.
 - * Three marking periods of Option II and one marking period of Health will result in an Option II grade for the year ("P" or "F").

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Required Documentation

LOGS

All students applying for an Option II Physical Education Program off campus (i.e. outside dance studios, travel soccer, all-star cheerleading) must complete a log of hours participating in his/her activity and must have his/her coach/instructor verify by signature the participation hours. Documentation and time accumulated for the week begins on Monday and ends on Sunday. All students are responsible for a minimum of 150 minutes of activity over at least a 3-day period per week beginning the first day of the marking period and ending the last week of full day classes during the marking periods approved. Time logs and journals/portfolio/project will be due for a check of the student's progress towards meeting the standards approximately every two weeks during the marking period. Please adhere to the specified dates. *Failure may result if logs are submitted late or missing during marking period.*

JOURNAL ENTRIES

Each week, students will be required to answer a series of questions that reflect the NJCCS.

- Students are required to choose two questions from each standard. Each entry should be a minimum of three paragraphs. Each paragraph must contain at least 6-8 sentences. Each entry must support how the activity promotes and meets the content standard. one page for each question.
- Please follow common conventions for grammar, punctuation, spelling, and structure. Journal entries should support how (your) activity promotes the Content Standard as given to you by your Physical Education Teacher. Failure may result if logs/journals are late or missing mid-marking period.

PORTFOLIO

Students have the option of creating a portfolio of "artifacts that display that he/she has met the core content standards. Students can include, but are not limited to:

- Activity Plans
- Fitness Plans
- Journal Entries
- PowerPoints
- Activity "Programs"
- Argumentative/Opinion written papers

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PROJECT

This is where you get to be creative! Students will create a project that supports their knowledge in the core content standards. Students can research and analyze specific sport principles. Develop specific fitness plans, and the best exercise program for middle/high school students. You will create a physical education unit of activities that relate to your activity/sport. The project **MUST** be approved by the student's Physical Education Teacher and Supervisor of Health and Physical Education.

Steps to Approval

Eligibility (with NO exceptions)

- Option II opportunities only apply to the specified grade levels.
- Option II only occurs **after 9th grade**.
- Gym memberships do **NOT** apply to Option II
- Option II does **NOT** apply to students taking Health or Driver's Education unless approval is granted from the High School Principal.
- Option II applicants must meet all published dates and deadlines.
- Option II opportunities must be pre-approved by the student's Physical Education Teacher and by the Supervisor of Physical Education.
- Applications must have required signatures.
- All costs of the Option II Physical Education Program not normally covered by the Board of Education (i.e. "off campus" dance studios, travel soccer, all-star cheerleading) will be the sole responsibility of the parent/guardian.
- Students participating in interscholastic athletics on campus are eligible to participate in the Option II Physical Education Program during the following Marking Periods:
 - Fall Athletes- Marking Period 1
 - Winter Athletes- Marking Period 2 or 3 (student athlete may choose)
 - Spring Athletes- Marking Period 4

Application Process

1. Option II Physical Education Program applications are available in the Athletic Office.
2. The parents/guardians and student will complete an application and submit it to his/her Physical Education Teacher for signature and approval.
3. Student will submit signed approval form to the Supervisor of Health and Physical Education, Mr. Chris Ferrone by the specified date (see supplemental sheet). Each application is reviewed by a case-by-case basis and can take as much as three weeks for approval.
4. In order for an Option II Physical Education Program to be considered for approval it must meet the New Jersey Core Curriculum Content Standards.
5. In order for any "off campus" Option II Physical Education Program to be considered for approval, the coach/instructor **MUST** sign the Agreement between mentor/instructor and

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- the Board of Education and provide a letter to the Supervisor of Health and Physical Education by the specified date. The letter must include the following information:
- a. Weekly number of hours the student participates.
 - b. The rigor of the program
 - c. Instructor's credentials (must be certified by the appropriate state/national agencies) and will provide copies of certification upon request.
 - d. Affirm he/she will verify student's participation and attendance in the program by signing the Activity Log.
6. Any student who fails a marking period (within the school year) will **NOT** be eligible for Option II the rest of that school year.
 7. Any student applying for the Option II Physical Education Program **MUST** continue to participate in his/her Physical Education class until he/she is approved by the Supervisor of Health and Physical Education.
 8. Any student that applies for Option II for the entire school year, participating in one sport/activity, **MUST** choose a different option to display his/her knowledge of the New Jersey Health and Physical Education Core Curriculum Content Standards.
 9. A student's failure to adhere to the requirements of an Option II Physical Education Program due to a non-medical reason will result in the immediate placement back into the student's Physical Education class.
 10. A student who is injured and unable to participate in their approved Option II Physical Education Program **MUST** inform the Supervisor of Health and Physical Education immediately.
 11. Failure to provide the student's Physical Education Teacher is any of the above completed information (verification of hours, student evidence of meeting or exceeding the NJCCCS) on the last day of the marking period will result in a grade of (F) for the marking period.
 12. The Supervisor of Health and Physical Education, when considering the student's application, may visit and assess the site of the Option II Physical Education Program.

Deadlines

(dates may be adjusted due to calendar adjustments)

If your proposed coursework will take place in:	Your application is due on:	You will be notified by:	You must submit final proof of experience by:
MP 1	September 12th	ASAP	November 12th
MP 2	October 31 st	November 14 th	January 24th
MP 3	January 22nd	February 1 st	April 5 th
MP 4	March 25 th	April 8 th	June 14 th

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Marking Period 1 Checks:

Current Work must be submitted to the student's Physical Education Teacher by 2:45 pm on the following dates:

**Monday, September 17th
Tuesday, October 19th
Monday, October 29th
Wednesday, November 6th**

Marking Period 2 Checks

Current Work must be submitted to the student's Physical Education Teacher by 2:45 pm on the following dates:

**Monday, November 26th
Monday, December 10th
Monday, January 7th
Thursday, January 23th**

Marking Period 3 Checks:

Current Work must be submitted to the student's Physical Education Teacher by 2:45 pm on the following dates:

**Monday, February 11th
Monday, February 25th
Monday, March 11th
Wednesday, April 3rd**

Marking Period 4 Checks:

Current Work must be submitted to the student's Physical Education Teacher by 2:45 pm on the following dates:

**Monday, April 29th
Monday, May 13th
Tuesday, May 28th
Tuesday, June 12th**

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New Jersey Core Curriculum Content Standards Health Physical Education (2.1, 2.2, 2.5, 2.6)

Below are the Core Content Standards for Physical Education and the Cumulative Progress Indicators (CPI) for each Standard.

STANDARD

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Cumulative Progress Indicators

A Personal Growth and Development

2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

B. Nutrition

2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

C. Diseases and Health Conditions

2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state

2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

D. Safety

2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.

2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

E. Social and Emotional Health

2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.

2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.

2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.

STANDARD

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Cumulative Progress Indicators:

A Interpersonal Communication

2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

B. Decision-Making and Goal Setting

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2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

C. Character Development

2.2.12.C.1 Analyze the impact of competition on personal character development.

2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues.

D. Advocacy and Service

2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

E. Health Services and Information

2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation

2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

STANDARD

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

Cumulative Progress Indicators

A. Movement Skills and Concepts

2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships

B. Strategy

2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2 Apply a variety of mental strategies to improve performance.

2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness

C. Sportsmanship, Rules, and Safety

2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact

STANDARD

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Cumulative Progress Indicators

A. Fitness and Physical Activity

2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.

2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal

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Guided Journal Questions

Directions:

- Choose at least 2 questions from each standard (2.1, 2.2, 2.5, 2.6) and answer each question in at least three paragraphs. Each paragraph must contain 6-8 sentences. Your answers must be typed.
1. 2.1.12.A.1 Analyze and give three examples of your role in maintaining and enhancing personal and team global wellness. This includes, but is not limited to locker room cleanliness, nutrition, and physical factors.
 2. 2.1.12.A.2 Argue how the social and ethical implications of the availability and use of technology and medical advances have supported wellness?
 3. 2.1.12.B.1 Explain the relationship between nutrition and physical activity to weight loss, weight gain, and weight maintenance. Analyze your diet and physical activity and list examples of how they impacted your growth as an athlete.
 4. 2.1.12.C.1 Critique the sport of your choice and summarize the diseases and health conditions that may occur during one's lifespan participating in that sport. List three strategies to prevent this diseases and health conditions.
 5. 2.1.12.D.1 Examine the sport you participate in and list five strategies to prevent injury. Determine if these strategies are presently being applied during your participation.
 6. 2.2.12A.3 Analyze and give five examples (positive/negative) of the impact technology has on interpersonal communication.
 7. 2.2.12.B.1 Predict the short and long term consequences of treating teammates with respect, communicating constructively, being supportive, and being a positive influence.
 8. 2.2.12.C.1 Analyze the impact and list 3 examples competition has on personal character development?
 9. 2.2.12.C.2 Explain how the impact of individual or group adherence to the core ethical values effects your team, Point Pleasant Borough High School, opposing teams, and NJSIAA/governing body's rules/expectation?
 10. 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate positive change for the health and well being of the athletes that participate in the sport/activity you play.
 11. 2.5.12.A.1 Identify the three most important locomotor movements (run, jump, hop) used in your sport/activity and how these movement have been developed throughout your participation in your sport/activity.

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- 12.2.5.12.A.1 Compare two different sports/activities and list three different movement skills that apply to each. Explain how they are essential in each sport/activity.
- 13.2.5.12.A.2 Analyze the application of force and motion (weight transfer, power, speed, agility, etc.) and explain the impact each has on the sport/activity you participate in.
- 14.2.5.12.B.1 Explain the importance of tactical understanding and application of effective offensive, defensive, and cooperative strategies within your sport/activity.
- 15.2.5.12.B.2 Examine your mental approach to the sport/activity you participate in. List and explain three examples of mental exercises you use to improve performance.
- 16.2.5.12.C.1 Analyze and explain the role/responsibilities players, officials, and trainers have in improving performance in your sport/activity.
- 17.2.5.12.C.2 Recommend three different rule changes to the sport/activity you participate in and why they would improve the safety and enjoyment of the game?
- 18.2.5.12.C.3 Analyze and list three examples the impact globalization and technology has on the development of, participation in, and viewing of games in the sport/activity you participate in.
- 19.2.6.12.A.1 Compare the short and long term impact on wellness associate with physical inactivity.
- 20.2.6.12.A.2 Explain how you have used a fitness principle in training for your sport/activity and how it affected your performance.
- 21.2.6.12.A.5 Analyze the use of performance enhancing drugs. Discuss the impacts they have on the sport/activity you participate in.

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Option II Fitness Plan Project Format

Goal: Students will identify, analyze and develop a comprehensive fitness plan pertaining to the activity or sport they are participating in.

Assessment Activity:

Students will develop a comprehensive fitness plan for this individual activity. All outside influences or barriers need to be considered when developing the comprehensive fitness plan.

Requirements;

- 10 week detailed Fitness Plan for their respective activity
- 10 week nutrition plan during participation of activity
- Warm-up
- Cool-Down
- Daily Breakdown of why the fitness plan is optimal for their sport.

Comprehensive Health Assessment Name:

- Comments
- Nutrition
- Health
- Time
- Motivation

Fitness and Physical Activity Plan Week 1:

Frequency Intensity Time Type

1. Cardiovascular Endurance

2. Flexibility

3. Muscular Strength

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4. Muscular Endurance

5. Body Composition