

POINT PLEASANT BOROUGH HIGH SCHOOL

ATHLETIC DEPARTMENT

(732) 701-1900, Ext. 2227
Fax (732) 612-1390

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 55-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. Each student should review the Standards (listed below). All students applying for an Option II Physical Education Program off campus (i.e. outside dance studios, travel soccer, all-star cheerleading) must follow the same procedures. 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.

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. **ACTIVITY LOGS and JOURNALS** 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:

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- * 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 will result in a numerical grade (%) for the year;
 - * Three marking periods of Option II will result in an Option II grade for the year ("P" or "F").
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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 and on the District website.
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. William Fall** 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 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:

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- 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 by:	You will be notified by:	You must submit final proof of experience by:
MP 1	September 9 th	ASAP	November 6 th
MP 2	November 4 th	November 14 th	January 28 th
MP 3	January 21 st	February 3 rd	April 3 rd
MP 4	March 24 th	April 9 th	June 16 th

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Required Documentation

There are two parts to Option II: Activity Log and Journal. Once approved, students are responsible for keeping track of hours and presenting all documentation to their assigned Physical Education Teacher **weekly**.

All forms must be turned in by 2:30pm each Monday.

- Students are responsible for meeting the minimum of **150 minutes** per week (Monday-Sunday activity). Extra minutes cannot be carried over to the next week.
- Documenting physical activity on the **LOG FORM**, as well as explaining the link to the Content Standards in their **JOURNAL**.
- Students will receive a grade of **“P” or “F”** at the end of each quarter.
- **Two late or missing forms during the marking period will result in failure AND RETURN TO PHYSICAL EDUCATION CLASS FOR THE REMAINDER OF THE YEAR.**
- 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 Nurse and the Physical Education Teacher in order for the student to be excused from activity. However, an alternate assignment will be assigned (*parental notes for illness will not be accepted to excuse students from their activity*).

Procedure for Completing Activity Logs and Journals

ACTIVITY LOGS

Students are **responsible for obtaining a signature** for every week they participate in an outside activity from their coach or advisor. This signature will verify the time requirement and participation.

JOURNAL ENTRIES

Weekly journals must include 2 entries per week. Each entry should be a minimum of two paragraphs, 7 sentences per paragraph that are the coherence of ideas among sentences. Please follow common conventions for grammar, punctuation, spelling and structure. Journal entries should support how the activity promotes the Content Standards as given to you by your Guidance Counselor.

- The assigned Physical Education teacher will also sign the log to verify that your journal entries reflect completion of the NJCCCS.
- Shortened school weeks **DO NOT** alter the minimum 150 minute per week requirements (ex. Thanksgiving break).

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- When school is closed for an entire week, students are **NOT** responsible for fulfilling their Option II obligation.
 - Parent/guardian and students have sole responsibility for student learning, academic progress, liability and submitting the proper documentation on the dates required.
 - Any documentation that has been **forged, plagiarized or cannot be verified** by the coach or advisor will result in a "U" for the marking period **AND RETURN TO PHYSICAL EDUCATION CLASS FOR THE REMAINDER OF THE YEAR.**
 - Your Physical Education teacher will put an INCOMPLETE in Genesis for ONE late journal, although not your final grade. Teachers may put in comments that will contain important information about your assignments... it is **YOUR** responsibility to read them!
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New Jersey Core Curriculum Content Standards Health Physical Education (2.1, 2.2, 2.3)

Below are the New Jersey Student Learning Standards for Physical Education and the Performance Expectations for each Standard.

- Please choose a Standard and a minimum of **THREE** Performance Expectations (**12 total**) for each journal entry. Please use a variety of Performance Expectations throughout the marking period.

STANDARD 2.2 Physical Wellness

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, high) which will impact how efficiently the body functions.

Movement Skills and Concepts:

- **2.2.12.MSC.1:** Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (ex. tennis, badminton, ping pong, racquetball, pickleball).
- **2.2.12.MSC.2:** Analyze application of force and motion (ex. weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. The quality of feedback from others, self-assessment, as well as effort and repetition influences movement skills, concepts, and performance.
- **2.2.12.MSC.3:** Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (ex. creative, cultural, social, aerobics dance, fitness). Individual and team execution requires interaction, respect, effort, and a positive attitude.
- **2.2.12.MSC.4:** Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

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- **2.2.12.MSC.5:** Develop rule changes to existing games, sports, and activities that enhance participation, safety and enjoyment.

Physical Fitness

Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

- **2.2.12.PF.1:** Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- **2.2.12.PF.2:** Respect and appreciate all levels of ability and encourage with care during all physical activities.
- **2.2.12.PF.3:** Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- **2.2.12.PF.4:** Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (ex. anabolic steroids, human growth hormones, stimulants).
- **2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and the physiological response of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Lifelong Fitness

Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (ex. golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

- **2.2.12.LF.1:** Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- **2.2.12.LF.2:** Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- **2.2.12.LF.3:** Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- **2.2.12.LF.4:** Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- **2.2.12.LF.5:** Describe the social benefits gained from participating in physical activity (ex. meeting someone, making friends, team work, building trust, experiencing something new). Community resources can support a lifetime of wellness to self and family members.
- **2.2.12.LF.6:** Implement a financial plan for participation in physical activity in the community for self and family members.

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- **2.2.12.LF.7:** Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- **2.2.12.LF.8:** Identify personal and community resources to explore career options related to physical activity and health.

Nutrition

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

- **2.2.12.N.1:** Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- **2.2.12.N.2:** Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- **2.2.12.N.3:** Analyze the unique contributions of each nutrient class (ex. fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
- **2.2.12.N.4:** Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **2.2.12.N.5:** Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Below is an example using Standard 2.2.12 Motor Skills and concepts. The chosen Performance Expectations are 2.2.12.MSC.1.2.3.

- Journal entries should support how the activity promotes the Performance Expectations and prove that the objective has been met. Various Performance Expectations should be used throughout the marking period.

Standard 2.2.12 MSC.1, MSC.2, MSC.3 – Motor Skills and Concepts:

This week during soccer practice we worked on our free kicks. It was important that we recognized the proper way to plant our foot. The non-kicking foot is placed directly next to the ball at a comfortable distance to allow a smooth swing. The toe of the non-kicking foot should be pointed in the direction of the intended path. After the soccer ball is hit the striking foot should follow through at the intended target. This movement should be completed in a smooth fashion with no pauses transferring the weight from the back to the front. Transferring of the weight will lead to a more powerful kick.

This skill movement can be transferred to field hockey on a free hit. The ball and stick should be at a comfortable distance from the player at approximately 2 o'clock. The ball should be lined up with the left foot. The left toe should be pointed in the direction of the intended path. The stick/hit should follow through the intended path as well. This swing of the stick should be in a smooth fashion just as a soccer player kicks the ball. Transferring of the weight is important to put power behind the shot.

Example Only