

Bridgewater Raritan High School Physical Education- OPTION II

There are two parts to Option II: Activity Log and Journal. These are explained below.

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 2:00pm each Monday.

- Students are responsible for meeting the minimum of **150 minute per week** (Mon-Sun 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 “**U**” at the end of each quarter.
- **Two late or missing forms in a 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 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 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.
- **JOURNALS** 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 requirement.. Example: Thanksgiving break.
- 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**
- Physical Education teacher will put an INCOMPLETE in Power School for ONE late journal, although not your final grade. Teachers may put in comments that will contain important information about you assignment.s ...it is **YOUR** responsibility to read them.
~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 one Performance Expectation 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, and 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 (e.g., tennis, badminton, ping pong, racquetball, pickleball).
- **2.2.12.MSC.2:** Analyze application of force and motion (e.g., 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 (e.g., 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.
- **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 (e.g., anabolic steroids, human growth hormones, stimulants).
- **2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses 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 (e.g., 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 (e.g., 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.
- **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 (e.g., 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 present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Bridgewater- Raritan High School Physical Education

Example of Journal Entry

Below is an example using Standard 2.2.12 Motor Skills and Concepts. The chosen Performance Expectations are 2.2.12.MSC.1, .2 and .3.

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.

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.

Physical Education Log

Students Name _____ Marking Period ____

Week Of: _____ Teacher _____

Day	Date	Hours	Activity
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Total number of hours completed above _____

Coach's Signature _____ Date _____

Physical Education Teacher Signature _____ Date _____