

***Princeton High School
Option II
Information Packet
2023-2024***

Health & Physical Education Department

Updated Sept. 21, 2023

Option II for Alternative Physical Education:

Princeton Public Schools encourages all pupils to participate fully in the physical education program. It recognizes, however, that some pupils are engaged in athletic, interscholastic, or other programs of vigorous physical activity, allowing for achievement of the 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education. Pupils, according to rules of the State Board of Education, maybe excused from the required enrollment in a physical education course, while still earning physical education credit.

Note: You will need to be in possession of your sponsoring out-of-district coaches' credentials before applying for Path B, C, D, or E. Sponsoring coaches must complete the FREE NFHS Heat Illness Prevention, NFHS Concussions in Sports Courses, and must possess a certification in CPR/AED and First Aid. If you have any questions regarding your coaches' certifications, please contact the Supervisor of K-12 Health and Physical Education at (609) 806-4290.

Qualifying Pathway Application Check List:

Path A (for grades 11& 12): Participation in (3) NJSIAA-recognized JV/Varsity sports at PHS. **Note:** All PHS Coaches maintain required option II NJSIAA certifications.

- Complete Online Option II Application
- Must Have a History in Grades 9 and 10 playing three sports at PHS

Path B (for grades 11& 12): Participation in (2) NJSIAA-recognized JV/Varsity sports accompanied by documented out of season training that amounts to a minimum of 150 minutes per week in between seasons by a certified and qualified coach/instructor/trainer who is approved by the Supervisor of Health and Physical Education. The out of district coach/instructor/trainer cannot be affiliated with Princeton Public Schools. **The coach must be certified in CPR/AED and First Aid and must annually take (2) Free Courses offered by National Federation of State High School Associations (NFHS).** The courses are entitled Heat Illness Prevention and Concussions in Sports. The courses are titled "[Heat Illness Prevention](#)" and "[Concussions in Sports](#)". These free courses can be taken at <https://nfhslearn.com>

- Complete Online Option II Application
- Must Have a History in Grades 9 and 10 playing two sports at PHS
- Submit Copies of Sponsoring Coach's CPR/AED & First Aid Certifications
- Submit Copy of Concussion in Sports Coach's Course Completion Certificate
- Submit Copy of Heat Illness Prevention Coach's Course Completion Certificate

Path C (for grades 11 & 12): Participation in one NJSIAA-recognized JV/Varsity sport at PHS, plus documented off-season-training that amounts to a minimum of 150 minutes per week in between seasons by a certified and qualified trainer/coach who is approved by the Director of Athletics. The out of season coach/trainer cannot be affiliated with Princeton Public Schools. **The coach must be certified in CPR/AED and First Aid and must annually take (2) Free Courses offered by National Federation of State High School Associations (NFHS).** The courses are titled **“Heat Illness Prevention”** and **“Concussions in Sports”**. These free courses can be taken at <https://nfhslearn.com>.

- Complete Online Option II Application**
- Must Have a History in Grades 9 and 10 playing two sports at PHS**
- Submit Copies of Sponsoring Coach’s CPR/AED & First Aid Certification**
- Submit Copy of Concussion in Sports Coach’s Course Completion Certificate**
- Submit Copy of Heat Illness Prevention Coach’s Course Completion Certificate**

Path D (for grades 10, 11, & 12): Continuous high-level training, practice, performance, and/or competition in the same sport activity that is currently Not Offered at PHS. The continued training must run from September through June for a minimum of 150 minutes per week under the supervision of the same certified/qualified trainer/coach approved by the Director of Athletics. The out of season coach/trainer/instructor cannot be affiliated with Princeton Public Schools. **The coach must be certified in CPR/AED and First Aid and must annually take (2) Free Courses offered by National Federation of State High School Associations (NFHS).** The courses are titled **“Heat Illness Prevention”** and **“Concussions in Sports”**. These free courses can be taken at <https://nfhslearn.com>

- Complete Online Option II Application**
- Must Have a History in Grades 9 and 10 playing two sports here at PHS**
- Submit Copies of Sponsoring Coach’s CPR/AED & First Aid Certification**
- Submit Copy of Concussion in Sports Coach’s Course Completion Certificate**
- Submit Copy of Heat Illness Prevention Coach’s Course Completion Certificate**

Path E: At this time, my application would not qualify for path A, B, C, or D which are the current board approved Option II pathways. Consequently, the applicant will be asked to submit a proposal for a new Option II pathway. Please know that you will need to upload your proposal as a .pdf file to complete your online application.

- Complete Online Option II Application & Submit Detailed Proposal**
- Must Have a History of Playing the Sports At A High Level Which Can Be Verified Through Outside Organizations**
- Submit Copies of Sponsoring Coach’s CPR/AED & First Aid Certification**
- Submit Copy of Concussion in Sports Coach’s Course Completion Certificate**
- Submit Copy of Heat Illness Prevention Coach’s Course Completion Certificate**

Sponsoring Coach/Instructor Credentials

The completed online application must include uploaded copies of the sponsoring out-of-district coaches' CPR/AED & AED Certifications, and NFHS Concussion in Sports and Heat Illness Certifications. If you are unable to upload your coach's documents through our online registration system, please drop off hard copies to the Princeton High School Athletic Office in a sealed envelope. On the outside of the envelope you must include "Option II Coach Credentials", the First and Last name of the applicant, the student ID#, and name of cooperating coach with their contact information.

Sponsoring coaches' professional certifications will include an updated copy of their current CPR/AED and First Aid certifications by the American Red Cross or the American Heart Association. Each cooperating Option II coach/instructor is required annually to take (2) courses which are free of charge and offered online by the National Federation of State High School Association. The courses are titled "Heat Illness Prevention" and "Concussions in Sports". Please note that all copies of the above certifications are required for upload at the time of the online application. These free courses can be taken by clicking on the links above or by visiting <https://nfhslearn.com>.

The cooperating coach must be a member of a professional organization and demonstrate to the satisfaction of the administration that the alternate activity/program meets the physical education program goals and objectives established by law, the New Jersey Core Curriculum Content Standards, and Princeton Public School District.

The alternative program must also provide activities and development equivalent to those provided by the physical education program of this district. Any student who wishes to exercise the Option II Alternative Physical Education program for Pathway "A" or "B" should have a history of participating in (3), (2), or (1) sport here at PHS. These students are not required to submit certifications from their PHS coaches since they are already on file in the athletics office. All applicants who have and out of district coach as a sponsor are required to submit the required coach certifications annually with their online application.

Procedures for Application & Documentation

- Out of district cooperating coaches or institutions for pathway B, C, and D are required to provide all certifications set forth by The New Jersey State Interscholastic Athletic Association. The certifications include the submission of copies of their CPR/AED and First Aid certifications that must be completed by the American Red Cross or the American Heart Association. Out of district coaches or institutions are required to have their sponsoring coach complete (2) Free courses that are offered online by the National Federation of High School Sports. The courses are Heat Illness Prevention and Concussions in Sports. These free courses can be taken at <https://nfhslearn.com>
- Once a completed online application has been submitted which includes all NJSIAA coaches' credentials (CPR/AED and First Aid Certifications & NFHS certificates of

completion are received the application will be processed in Sept. of that school year.

- Students are responsible for tracking their activity minutes weekly. Students are required to submit their minutes each week through an online form which is reviewed by their physical education teachers. These logs are to be submitted by students who have been accepted into the program prior to every “D” day.
- Full compliance is required in order to receive a passing grade. Students are required to receive a grade of 85% or above to pass their required health classes. Late logs may be viewed as a failure to meet the 150 minutes/week requirement, and may result in removal from Option II, loss of credit, and/or a grade of F for Failure.
- Students are solely responsible for submitting documentation by weekly deadlines.
- Any documentation that has been forged, plagiarized, or cannot be verified will result in removal from Option II, loss of credit, and/or a grade of F for Failure.

Important notes and obligations for all students pursuing Option II:

- Students must meet the NJSIAA academic eligibility requirements.
- Students must have received a final grade of a B or above in 9th and 10th grade physical education.
- Students must arrive on time to their scheduled physical education classes for attendance. Physical education teachers will mark them as present and select “Option II” before being released students to participate in their studies.
- Students must submit their signed time logs via the online form to their physical education teachers every “D” day. This form can be completed online through the use of any smartphone web browser.
- Students must attend their scheduled health class during the school year for one quarter.
- Students may NOT enroll in another academic class; Option II students will be released during their PE period and must remain in the building during this time. No changes will be made to the students scheduled PE period.
- Students must complete three quarters (minimum of 135 days) of physical activity to fulfill the requirements of this program.
- Students who meet all eligibility criteria and complete all requirements **including a problem based learning project at the end of each marking period will receive a grade of P** (Pass) for 3.00 credits, which will NOT compute into their overall GPA.
- Students who do NOT complete all requirements of this program may be in jeopardy of failing to achieve all of the credit hours required for graduation.
- In case of injury, sickness or the inability to participate in any physical activity, a doctor’s note will be required and must be submitted to the school nurse and guidance counselor in order for the student to go onto a Medical PE status. Students in this status will be required to complete assigned projects and makeup work. Parental notes for illness will NOT be accepted to excuse students from their activity.

Journal Entry & Time Accumulation Logs

The following rules govern time for Option II students:

- Documentation and time accumulated for the week begins every Monday and ends on Sunday. Journal entries will be completed via a google form that is mobile device friendly. The link to the form will be shared at Option II orientation which will be held by the Supervisor of Health & Physical Education. For tech support stop by the athletics office. Student should check their district emails frequently to be notified regarding the status of their Option II application.
- All students are responsible for a minimum of 150 minutes of activity per week beginning the first day of the quarter and ending the last week of full school days during approved quarter.
- Shortened school weeks will alter the minimum 150 minutes-per week requirement. For example, during the three-day Thanksgiving break; students are not required to accrue any time because PHS physical education classes may not be on the students' schedule.
- When school is closed for an entire week, students are not responsible for fulfilling their Option II obligation (Spring & Winter Break).
- Absences from school do not lessen the minimum 150-minute per week requirement.
- Extra minutes cannot be carried over to the next week.

Student Responsibilities & Documentation

NJ State Statute 18A: 35-5, 7, and 8 requires a minimum of 150 minutes of participation in health, safety, and physical education weekly. The student must have the sponsoring coach or instructor verify that the student was present and active for at least 150 minutes of physical activity each week. Every student in the program must complete a weekly online form track their physical activity minutes using the QR code provided by the Supervisor of the Health & Phys. Ed. Dept. Every (5) to (7) school days the physical activity online form is verified by physical education teachers. At the end of the quarter each student-athlete is required to complete an oral examination with their assigned Health & Phys. Ed. Teacher. The oral assigned is not required for the marking period where a student is enrolled in health or driver's education. **ALL OPTION II STUDENTS ARE REQUIRE TO CHECK-IN FOR ATTENDANCE WITH THE ASSIGNED PHYSICAL EDUCATION TEACHER BEFORE BEING RELEASED TO THEIR STUDY HALL.** Failure to comply with the Option II requirements will result in Option II probation and/or removal from the option II program.

Option II Quarterly Assignments

Quarterly assignments are designed to show the students mastery of the NJCCCS. The following assignments are examples that may be turned in to the students' supervising teacher at least one week before the end of each quarter of Physical education. The student may choose one of the assignments listed below per quarter (not including the quarter they are in health/Driver Ed). A total of three assignments will be turned in throughout the year. Each student may present their own similar assignments to their assigned physical education teacher.

10th Grade:

Assignment 1:

Students will research a prominent athlete who has been implicated in the use of performance enhancing drugs. They will debate how their use has impacted how society now views them as well as the long term and short-term consequences (legal, career) of their decisions. This should be accompanied by at least 3 resources. This can be done by writing a 4-5-page paper or creating a presentation with a two page rationale. (All writing is 12 pt font double spaced)

Parts	3	2	1
Analyze how performance enhancing drugs impacted societal views on the athlete as well as long- and short-term consequences on their career and legally.	Completes a thorough analysis of how performance enhancing drugs impacted societal views on the athlete as well as long- and short-term consequences on their career and legally.	Analyzes how performance enhancing drugs impacted societal views on the athlete as well as long- and short-term consequences on their career and legally.	Displays little or no understanding of how performance enhancing drugs impacted societal views on the athlete as well as long- and short-term consequences on their career and legally. .

Assignment 2:

Students will research the rising rates of obesity in this country and will report on the current statistical trends based upon age, location, and socioeconomic status. The student will also report on the current trends of high school students and the factors impacting obesity. This should be accompanied by at least three resources. This can be done by writing a 4-5 page paper or creating a presentation with a two page rationale. (All writing is 12 pt font double spaced)

Parts	3	2	1
Analyze the current statistical trends of obesity based on age, location, and socioeconomic status.	Completes a thorough analysis of the current statistical trends of obesity based on age, location, and socioeconomic status.	Analyzes the current statistical trends of obesity based on age, location, and socioeconomic status.	Displays little or no understanding of the current statistical trends of obesity based on age, location, and socioeconomic status.
Analyze the current obesity trends among high school students.	Completes a thorough analysis of the current obesity trends among high school students.	Analyzes the current obesity trends among high school students.	Displays little or no understanding of the current obesity trends among high school students.

Assignment 3:

Create an online presentation proposing three rule changes to your sport. The student must explain the current rule, the new rule, the rationale for changing the rule, pros and cons to changing the rule, and the possible impact it will have on the sport.

Example: The new NFL overtime rule changing from 15 minutes to 10 minutes in length.

Parts	3	2	1
Explain Current Rule (3 separate rules)	Provides a thorough analysis of the current rule	Analyzes the current rule	Displays little or no understanding of the current rule
Explain New Rule (3 separate rules)	Provides a thorough analysis of the new rule	Analyzes the new rule	Displays little or no understanding of the new rule
Rationale for changing rule (3 separate rules)	Provides a thorough analysis of the rationalization for changing the rule	Analyzes the rationalization for changing the rule	Displays little or no understanding of the rationalization for changing the rule
Pros to changing the rule (3 separate rules)	Provides 3 pros for changing the rule	Provides 2 pros for changing the rule	Provides less than 2 pros for changing the rule
Cons to changing the rule (3 separate rules)	Provides 3 cons for changing the rule	Provides 2 cons for changing the rule	Provides less than 2 cons for changing the rule
Impact the rule change will have on the sport. (3 separate rules)	Provides a thorough analysis of the impact the rule change will have on the sport	Analyzes the impact the rule change will have on the sport	Displays little or no understanding of the impact the rule change will have on the sport

Assignment 4:

Student will record a 5 minute video explaining how force and motion affect your sport.

Parts	3	2	1
Video Length	Video is 5 minutes long	Video is between 3-5 minutes	Video is less than 3 minutes
Complete analysis of how force affects your sport	Provides 2 explanations of how force affects your sport	Provides 1 explanation of how force affects your sport	Unable to provide an explanation of how force affects your sport
Complete analysis of how motion affects your sport	Provides 2 detailed explanations of how motion affects your sport	Provides 1 detailed explanation of how motion affects your sport	Displays little or no understanding how motion affects your sport
2 page paper that rationalizes why your rule change should be implemented	Provided 2 pages of detailed research that shows why your rule should be implemented	Provided 1 page of research that is more opinion than fact about the rule change	Provided less than 1 page of opinion on why they want to change the rules fo the sports

11th Grade:

Assignment 1:

Assessment Activity: Students will be asked to record their daily physical activity as well as their meal choices. Students will analyze the nutritional value of their meal choices versus the physical activity and calories burned on this day. Students should comment on the reasons they made some of their choices. Students will then correlate their food choices, physical activity, age, genetics to the various long term consequences that may occur if these choices are made on a regular basis.

Name:	Physical Activity	Nutrition/Meals	Comments
1. Monday			
2. Tuesday			
3. Wednesday			
4. Thursday			
5. Friday			

■ Students will then reflect on their chart to correlate their food choices (caloric intake), physical activity (caloric expenditure) age, genetics, to the long term positive or negative impact they may have. Students may complete this part of the assessment through a research paper, multimedia presentation, or a visual representation explaining their choices.

Parts	3	2	1
Analyze how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance.	Completes a thorough analysis of how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance.	Analyzes how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance.	Displays little or no understanding of how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance.

Evaluate current dietary trends and eating habits of adolescents and young adults and the long-term implications on overall wellness.	Comprehensively evaluates the current dietary trends and eating habits of adolescents and young adults and the long-term implications on overall wellness.	Evaluates current dietary trends and eating habits of adolescents and young adults and the long-term implications on overall wellness.	Displays little or no understanding of how to evaluate current dietary trends and eating habits of adolescents and young adults or the long-term implications on overall wellness.
---------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assignment 2:

Students will research how nutrition affects athletic performance. They should address the types of foods consumed on a daily basis, before a contest, and after a contest. This should include at least 3 outside resources. This can be done by writing a 4-5 page paper or creating a presentation with a two page rationale. (All writing is 12 pt font double spaced)

Parts	3	2	1
Analyze Food consumption on a daily basis	Completes a thorough analysis of how consuming certain foods on a daily basis affects athletic performance.	Analyzes how consuming certain foods on a daily basis affects athletic performance.	Displays little or no understanding of how consuming certain foods on a daily basis affects athletic performance.
Analyze Food consumption before a contest	Completes a thorough analysis of how consuming certain foods before a contest affects athletic performance.	Analyzes how consuming certain foods before a contest affects athletic performance.	Displays little or no understanding of how consuming certain foods before a contest affects athletic performance.

Analyze Food consumption after a contest	Completes a thorough analysis of how consuming certain foods following a contest affects athletic performance.	Analyzes how consuming certain foods following a contest affects athletic performance.	Displays little or no understanding of how consuming certain foods following a contest affects athletic performance.
------------------------------------------	----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

Assignment 3:

Create two one week meal plans including 3 meals per day and at least one snack. One plan should be for someone wanting to lose weight and one should be for someone wanting to gain weight. Each plan should be accompanied by a one page (12 pt font double spaced) rationale on why they designed their plan this way. They should also use at least 3 outside resources helping to explain their rationale.

Name:	Breakfast	Lunch	Dinner	Snack 1	Snack 2 (Optional)
1. Monday					
2. Tuesday					
3. Wednesday					
4. Thursday					
5. Friday					

Parts	3	2	1
Evaluate current dietary trends and eating habits of adolescents and young adults and implications on healthy weight loss or healthy weight gain.	Comprehensively evaluates the current dietary trends and eating habits of adolescents and young adults and implications on healthy weight loss or healthy weight gain.	Evaluates current dietary trends and eating habits of adolescents and young adults and implications on healthy weight loss or healthy weight gain.	Displays little or no understanding of how to evaluate current dietary trends and eating habits of adolescents and young adults and implications on healthy weight loss or healthy weight gain.

Assignment 4:

Students will research how technology has improved their sport and will continue to improve their sport. They will address at least 2 ways technology has improved their sport currently and will provide three possibilities of how technology can improve their sport further. This should be accompanied by at least 3 outside resources. This can be done by writing a 4-5 page paper or creating a presentation with a two page rationale. (All writing is 12 pt font double spaced)

Parts	3	2	1
Analyze how technology has improved and will continue to improve their sport.	Completes a thorough analysis of how technology has improved and will continue to improve their sport.	Analyzes how technology has improved and will continue to improve their sport.	Displays little or no understanding of how technology has improved and will continue to improve their sport.

12th Grade:

Assignment 1:

Students will create and maintain a physical activity log (online/web based, or written) that encompasses all of the health related components of fitness. Students will need to create their “workouts” and record all data corresponding to the health related components contained in their workout. For one week. [If the student is in season, they should be creating a warm up routine or a post activity work out for their team to complete that week that will satisfy the requirements. This needs to be approved by their coach and their coach needs to certify that it was completed.]

Name:	Frequency	Intensity	Time	Type
1. Cardiovascular Endurance				
2. Flexibility				
3. Muscular Strength				
4. Muscular Endurance				
5. Body Composition				

Reflection

1. Which health related components best served as a measure of personal health and fitness?
2. How did your plan address those components?
3. After reflecting on your post assessments, how would you modify your plan to continue to improve certain health related components.

Parts	3	2	1
<p>Evaluate the health-related fitness components and apply/demonstrate how these components contribute to a fitness plan as a measure of fitness and health.</p>	<p>Comprehensively evaluates the health-related fitness components and applies/demonstrates how these components contribute to a fitness plan as a measure of fitness and health.</p>	<p>Evaluates the health-related fitness components and applies/demonstrates how these components contribute to a fitness plan as a measure of fitness and health.</p>	<p>Displays little or no understanding of the health-related fitness components or how these components contribute to a fitness plan as a measure of fitness and health.</p>
<p>Research and debate the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society and evaluate the short- and long-term consequences of their use.</p>	<p>Displays comprehensive knowledge of the research and successfully debates the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society and evaluates the short- and long-term consequences of their use.</p>	<p>Researches and debates the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society and evaluates the short- and long-term consequences of their use.</p>	<p>Displays little or no understanding of the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society or the evaluation of the short- and long-term consequences of their use.</p>

Assignment 2:

Assessment Activity: Students will identify and analyze one of the following examples and develop a comprehensive fitness plan for this individual. All outside influences or barriers need to be considered when developing the comprehensive fitness plan (including nutrition).

1. A new mother is finding that she is having issues with muscle soreness and fatigue since the birth of her child. The mother is 26, was physically active before her pregnancy, and during her pregnancy has developed high blood pressure. Time and financial limitations need to be consideration.
2. A 48-year-old man has gained excess weight after changing to an increased commute and demanding work schedule. Prior to this position he was moderately physically active but was recently diagnosed as a pre diabetic. Finances are stable and not an issue.
3. A 19-year-old college student is struggling with time management issues. He has noticed that he is gaining weight because of poor diet and decreased physical active. This student was a high school athlete who was physically active but is now struggling with finding the time and motivation to exercise and eat properly. The student family has a history of heart disease.

Comprehensive Health Assessment

Name:				Comments
Nutrition				
Health				
Time				
Finances				
Motivation				

Fitness and Physical Activity

Name:	Frequency	Intensity	Time	Type
1. Cardiovascular Endurance				
2. Flexibility				
3. Muscular Strength				
4. Muscular Endurance				
5. Body Composition				

Nutrition Plan

Name:	Breakfast	Lunch	Dinner	Snacks
1. Monday				
2. Tuesday				
3. Wednesday				
4. Thursday				
5. Friday				

Rubric:

Parts	3	2	1
Identify and analyze individual and family needs and address barriers (time, finances, etc.) that impact the development and application of a comprehensive fitness plan.	Displays comprehensive knowledge of the identification and analysis of individual and family needs and addresses barriers (time, finances, etc.) that impact the development and application of a comprehensive fitness plan.	Identifies and analyzes individual and family needs and addresses barriers (time, finances, etc.) that impact the development and application of a comprehensive fitness plan.	Displays little or no understanding of individual and family needs or address barriers (time, finances, etc.) that impact the development and application of a comprehensive fitness plan.

Analyze and reflect on personal health data utilizing technology and medical advances to create and implement a comprehensive health and fitness program applying fitness-training principles.	Displays comprehensive knowledge of personal health data utilizing technology and medical advances to create and implement a comprehensive health and fitness program applying fitness-training principles.	Analyzes and reflects on personal health data utilizing technology and medical advances to create and implement a comprehensive health and fitness program applying fitness-training principles.	Displays little or no understanding of personal health data utilizing technology or medical advances to create and implement a comprehensive health and fitness program applying fitness-training principles.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assignment 3:

Write a 3 page paper that compares and contrast two different styles of exercise (examples yoga and crossfit) Give a full description of both styles of exercise, the physical mental and social benefits, the positives and negatives of the different styles, and the short and long term impacts on physical fitness.

Parts	3	2	1
Research and compare two fitness styles and give a full description of both styles of exercise, the physical mental and social benefits, the positives and negatives of the different styles, and the short- and long-term impacts on physical fitness.	Displays comprehensive knowledge of two fitness styles and Give a full description of both styles of exercise, the physical mental and social benefits, the positives and negatives of the different styles, and the short and long term impacts on physical fitness.	Researches and compares two fitness styles and give a full description of both styles of exercise, the physical mental and social benefits, the positives and negatives of the different styles, and the short- and long-term impacts on physical fitness.	Displays little or no understanding of two fitness styles.

Assignment 4:

Create your own assignment appropriate for curriculum in your grade level. This assignment MUST be approved by the student, teacher, and the Supervisor of Health and Physical Education. The student will present to the teacher how they would like to show learning for the quarter, have a rationale to why this project is worthy, and detail how the student will be assessed based upon their project. Students are encouraged to use the previous assignments they have completed as a blueprint for what to expect. After the teacher agrees to the project the student will get it approved by the Supervisor of Health and Physical Education.