

***Princeton High School  
Option II  
Application & Information  
Packet  
2017-2018***

***Health & Physical Education Department***

## **Qualifying Pathway Application Check List:**

**Path A (for grades 11& 12):** Participation in three NJSIAA-recognized JV/Varsity sports at PHS.

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

**Path B (for grades 11& 12):** Participation in two 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.

- Option II Handwritten Application**
- Must Have a History in Grades 9 and 10 playing two sports at PHS Completed**
- Letter of Support from Sponsoring Coach/Instructor/Trainer**
- Attached Copies of Sponsoring Individuals CPR/AED & First Aid Certifications**
- Attached Copies of Sponsoring Individuals Certificates of Completion for two NFHS Annual Courses Titled Concussion in Sports & Heat Illness Prevention**

**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.

- Option II Handwritten Application**
- Must Have a History in Grades 9 and 10 in playing the same sport at PHS**
- Completed Letter of Support from Sponsoring Coach/Instructor/Trainer**
- Attached Copies of Sponsoring Individuals CPR/AED & First Aid Certifications**
- Attached Copies of Sponsoring Individuals Certificates of Completion for two NFHS Annual Courses Titled Concussion in Sports & Heat Illness Prevention**

**Path D (for grades 10, 11, & 12):** Continuous high-level training, practice, performance, and/or competition in the same sport 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.

- Option II Handwritten Application**
- Letter of Support from Sponsoring Coach/Instructor/Trainer**
- Attached Copies of Sponsoring Individuals CPR/AED & First Aid Certifications**
- Attached Copies of Sponsoring Individuals Certificates of Completion for two NFHS Annual Courses Titled Concussion in Sports & Heat Illness Prevention**

## **Procedures for Application & Documentation**

- ♦ Students begin by filling out the application that can be printed out from the Athletics website. Option II Pathway B, C, and D students must also submit a letter of support from the outside organization, which should include a program description and all required instructor/coach certifications and credentials. Option II Pathway D students are required to have a physical on file at our nurses' office. A student's physical expires after 365 days.
- ♦ Out of district cooperating coaches 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 are also required to complete two courses that are free of charge and offered online by the National Federation of State High School Association. The courses are Heat Illness Prevention and Concussions in Sports.
- ♦ Once a completed application and all NJSIAA coaches' credentials are received and approved, students are responsible for logging hours weekly. Every "D" day, students must submit their logs to the physical education teachers. A blank log can be obtained outside the PHS Athletics Office.
- ♦ 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.



# Princeton High School

151 Moore Street, Princeton, New Jersey 08540 t 609.806.4280

## **Option II for Alternative Physical Education: Information Sheet**

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 New Jersey Core Curriculum Content Standards. 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.

### **There Are Four Qualifying Pathways:**

**Path A (for grades 11& 12):** Participation in three NJSIAA-recognized JV/Varsity sports at PHS.

**Path B (for grades 11& 12):** Participation in two 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 trainer/coach who is approved by the Director of Athletics. The out of season coach/trainer cannot be affiliated with Princeton Public Schools.

**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.

**Path D (for grades 10, 11, & 12):** Continuous high-level training, practice, performance, and/or competition in the same sport that is currently Not Offered at PHS. The continued training must run from September to 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.

No Option II applicant will be granted acceptance into the program unless a completed application is submitted to the Department of Athletics no later than Friday Sept. 15, 2017.

The completed application must include copies of the sponsoring out of district coaches'

professional certifications that 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 is required annually to take two 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 at the time the application is submitted. These free courses can be obtained by visiting <https://nfhslearn.com>.

The completed application must include a letter from the sponsoring coach that explains their intent and support of the athlete in the Option II program for the 2017-2018 school year. The certifications and supporting letter must 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 parent who wishes to exercise the Option II Alternative Physical Education program for Pathway "A" or "B" where the student has a history of participating in three or two sports is not required to submit certifications or letters of intent from their PHS coaches.

### **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 each week. The coach or instructor must sign the weekly log of Hours. Every "D" day at PHS logs and journals must be submitted and verified by the students assigned physical education teacher and reviewed at the end of the marking period with the Physical Education Option II Quarterly Project. Failure to comply with the Option II requirements will result in Option II probation and/or removal from the option II program.

## Option II Application:

Before filling out this application, please carefully read the Option II Information Packet. There are four qualifying paths for Option II.

Complete the application form to begin the process by applying for an alternative physical education program. Please see Princeton Public School's BOE Policy #5460, and for independent study opportunities, Policy # 2320 for more information.

Your application will not be accepted and process unless it is complete. Depending on your pathway a completed application may or may not include a signed **letter of support** from the outside coach/instructor, coach/instructor CPR/AED & First Aid Certifications, and NFHS certificates of completion for two annual courses titled Concussion in Sports and Heat Illness Prevention.

An application will not be reviewed until all of the above items are attached and submitted with the application.

### **The letter from the sponsoring coach/instructor must include the following:**

- ✦ thorough and specific descriptions of the elements of physical activity
- ✦ number of minutes or hours per week that the student is active and under coach/instructor supervision
- ✦ beginning and ending dates of the activity or program
- ✦ descriptions of performance or benchmarks that the student will need to complete as part of this activity
- ✦ descriptions of licenses, professional affiliations, and other credentials held by the coach/instructor
- ✦ descriptions of the governing organization or other organizations with which the school/gymnasium is affiliated.

All completed applications, supporting certifications, and letters of support must be received by Friday Sept. 15, 2017. Late applications must appeal directly to the Athletic Director/ Health/Phys. Ed. Supervisor.

## 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 before being released for studies.
- ♦ Students must complete two journal entries per week which are completed online or by using any hand held device. The link will be provided by your assigned physical education teacher.
- ♦ Students must submit their signed hourly logs to their physical education teachers every “D” day.
- ♦ 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 logs & journal entries 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 by the assigned Physical Education teacher. Journal entries can be completed via any smart phone. For tech support stop by the athletics office and see Mr. Dzbenski during your break.
- 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.

## **Option II for Alternative Physical Application**

1. Student's Full Name: \_\_\_\_\_

2. Parent's/Guardian's Full Name: \_\_\_\_\_

3. Student ID: \_\_\_\_\_

4. Student Option II Pathway:    A   B    C    D

5. Student's Guidance Counselor: \_\_\_\_\_

6. Student's Grade Level (for year of Option II request):    9    10    11    12

7. Primary Parent Email Address:  
\_\_\_\_\_

8. Primary Student Email Address:  
\_\_\_\_\_

9. Primary Phone Number:  
\_\_\_\_\_

10. Type of Athletic/Physical Activity:  
\_\_\_\_\_

11. Name of Cooperating School/Gymnasium/Studio or organization:  
\_\_\_\_\_

12. Approximate MINUTES per week of activity:  
\_\_\_\_\_

13. Out of District Program Start Date  
\_\_\_\_\_

13. Out of District Program End Date  
\_\_\_\_\_

## Statement of Understanding:

I have read, understand, and agree to comply with the procedures, limitations, and requirements outlined on this form and in Princeton Public School's BOE Policy #5460, and for independent study opportunities, Policy # 2320.

I further agree to provide any documentation requested through the PPS's evaluation of this application and implementation of any approved opportunity. I also understand that approval of this application in no way implies or guarantees satisfaction of NCAA's eligibility requirements for any division.

\_\_\_\_\_  
Student Signature

Yes

No

\_\_\_\_\_  
Parent/Guardian Signature

Yes

No

Application Approved \_\_\_\_

Application Denied \_\_\_\_

\_\_\_\_\_  
Athletic Director/Health & PE Supervisor

Date

\*If Application is denied, the student has the right to appeal the decision. This should be done in writing to the student's Assistant Principal within 5 days of receipt of denial.

CC:

Student's Assistant Principal

Student' School Counselor

## Option II Quarterly Assignments

*Quarterly assignments are designed to show the students mastery of the NJCCCS. The following assignments must be turned in to the students' supervising teacher at least one week before the quarter ends. The student will choose one assignment per quarter (not including the quarter they are in health/Driver Ed). A total of three assignments will be turned in throughout the year.*

### 10<sup>th</sup> 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

# 11<sup>th</sup> 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.
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## 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.
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### 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.

# 12<sup>th</sup> 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.
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**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. This assignment MUST be agreed upon 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 he/she will get it approved by the Supervisor of Health and Physical Education.