

RED BANK REGIONAL HS OPTION II / ILO PE & HEALTH APPLICATION

The Option II / ILO PE & Health provides students with the opportunity to meet New Jersey Core Curriculum Standards outside of the traditional classroom setting. Students who apply for Option II / ILO PE & Health must be able to demonstrate that he or she is engaged in the standards reflective of the New Jersey Core Standards taught in Physical Education and Health classes at RBR.

In order to grant credit under Option II, the Red Bank Regional High School District requires the following:

- A student must participate in a combination of at least three RBR Sports or two RBR sports & 30 hours of activity with an advisor or coach (club sport, dance, or competitive dance) **Personal Trainers or Personal Training Sessions will not be accepted.**
- A combination of 90 hours of activity with an advisor or coach (club sport, dance, competitive dance) **Personal Trainers or Personal Training Sessions will not be accepted.**

There are a limited number of ILO spots. The ILO Committee will carefully review each student's application and grant acceptances into the program based on the criteria set forth in the ILO rules and regulations with preference given to upperclassmen first.

Students who are approved for Option II / ILO PE & Health agree to the following guidelines.

1. Students must complete a monthly journal that documents the ways in which he or she is learning these standards through practice or competition. **(SEE JOURNAL ENTRY PROCEDURES)** All journal entries are to be completed and submitted through the ILO PE & Health Google Classroom.
2. A monthly time sheet with daily entries signed by a coach, advisor or instructor verifying student participation for at least 13 hours of physical activities per month. **(SEE MONTHLY TIME SHEET)** All monthly time sheets are to be completed and submitted through the ILO PE & Health Google Classroom.
3. Students who opt into OPTION II / ILO PE & Health are responsible for incurring all expenses with regards to Red Bank Regional Health course requirements particular to the grade level they are completing the ILO.
 - For grade 12, students must obtain certification in Adult, Infant, and Child CPR & AED as well as First Aid certification. **Before** signing up for this course check with Ms. Homefield, ILO PE & HEALTH Auditor, to make sure the course the meets all of the necessary educational components.
 - Health 11 must be completed through Educere our on-line educational health component. Check with Ms. Homefield to make sure you have the correct Educere grade level course code before you sign-up. Health 11 students will be given additional assignments from Ms. Homefield via Google Classroom to ensure all New Jersey Core Content Standards in PE are covered.

- Health 10 / Driver’s Education must be completed through Educere our on-line educational health component. Check with Ms. Homefield to make sure you have the correct Educere grade level course code before you sign-up. **Please note, students taking Health 10/Driver’s Education through Educere will not be eligible to take the State Driving Examination at Red Bank Regional High School.**
4. If a doctor determines that a student is unable to participate in physical activity for a specified amount of time, documentation from that doctor needs to be given to the school nurse and Ms. Homefield. Ms. Homefield will provide written assignments for the time period.
 5. Students will be given either a pass or fail grade each marking period. Comments will also be placed on student report cards reflective of the student’s progress at mid marking period intervals.
 6. All advisor approved activity timesheets and monthly journals must be completed and uploaded to Ms. Homefield’s Google Classroom by the first Monday of each Month (example: September timesheet due first Monday in October). June 15th will be the final timesheet due date. Reminders will be posted on the google classroom page.
 7. ILO plans will not be altered once they are approved and must be followed as stated in the ILO Plan. In the event a student is cut from a Red Bank Regional sport, it is the student’s responsibility to join another Red Bank Regional sport during the same season and notify Ms. Homefield immediately. Medical doctor excuses will allow an alternative assessment.
 8. Any student who does not comply with the Option II /ILO PE & Health guidelines will be dropped from the ILO experience and placed into a Mod PE class.

Standards

Movement Skills and Concepts

Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 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, pickle ball). • 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 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. <ul style="list-style-type: none"> • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. .

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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.	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.

JOURNAL ENTRY PROCEDURES

Monthly Journals shall consist of the following:

- A) Choose one of the 3 groups of standard and
- B) Choose one of the specific standards listed in that category
- C) One paragraph explaining how your monthly experience relates to the standard that you selected.
- D) One paragraph explaining your experience for the month as to how it relates to the CPI that was selected.

Example of a Journal Entry.

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

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

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 with no pauses transferring the weight from the back to the front. Transferring of the weight with the striking foot should follow through at the intended target. This movement completed smoothly should lead to a more powerful kick.

The 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 weight is important to put power behind the shot.

Journal Entry through Google Classroom

Name of Student _____

For Month of _____

(a) Standard:

(b) CUMULATIVE PROGRESS INDICATOR (CPI):

(c) One paragraph explaining how your monthly experience relates to the standard that you selected.

(D) One paragraph explaining your experience for the month as to how it relates to the CPI that was selected.

This form must be submitted through Classroom by the dates listed in #6 of the guidelines.

Activity: _____

Advisor/Coach's name: _____

Coach

Signature: _____

Dates	Activity	Hours

Total hours and minutes: _____

ILO PE & HEALTH APPLICATION

LIST EACH OF YOUR THREE ACTIVITIES ALONG WITH YOUR GRADE LEVEL HEALTH THAT YOU PLAN ON DOING IN SEQUENTIAL ORDER. Driver's Ed / Health 10 takes place during MP #1. CPR / Health 12 takes place during MP #2. Health 11 takes place during MP #3. Health 9 takes place during MP #4. (Activities or order may not change under any circumstances) Health courses may not be taken after their designated marking period.

MP#1. _____

MP#2. _____

MP#3. _____

MP#4. _____

Student Name: _____

Student Signature: _____ Date: _____

***By signing this I agree that I will adhere to all of the Option II / ILO PE & Health guidelines.

Parent / Guardian Name: _____

Parent / Guardian Signature: _____ Date: _____

***By signing this I agree that my child will adhere to all of the Option II / ILO PE & Health guidelines.

ILO Approved ILO Rejected Date: _____

Director of Guidance: _____

Supervisor of Health & PE: _____

Health & PE Independent Learning Opportunity Auditor : _____

Principal: _____ Date: _____

