

Arizona Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The following terms are used throughout the standards:

- **E= Emerging.** Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M= Maturing.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level Outcomes, which will continue to be refined with practice.
- **A= Applying.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

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High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grades. Level One outcomes reflect baseline knowledge and skills students must acquire to be college or career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication, critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Standard 1	High School Outcomes
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>	
S1.H1.L1 Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
S1.H1.L2 Lifetime Activities	Refines activity-specific movement skills in one or more lifetime activities. (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)
<i>Dance and Rhythms</i>	

<p>S1.H2.L1 Dance and Rhythms</p>	<p>Demonstrates competency in dance forms and rhythmic movements to include dynamic warmups, agility drills as well as cultural and social occasions such as weddings and parties. Demonstrating competency in 1 form of dance (e.g., ballet, modern, hip hop, tap, etc.).</p>
<p>S1.H2.L2 Dance and Rhythms</p>	<p>Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine or by giving a performance.</p>
<p>Standard 1</p>	<p>High School Outcomes</p>
<p><i>Demonstrates competency in a variety of motor skills and movement patterns. Fitness Activities</i></p>	
<p>S1.H3.L1 Fitness Activities</p>	<p>Demonstrates competency in one or more specialized skills to include demonstration, application and evaluation in health and skill-related fitness activities.</p>
<p>S1.H3.L2 Fitness Activities</p>	<p>Demonstrates competency in 2 or more specialized skills including demonstration, application and evaluation in health related fitness activities.</p>

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills they then transfer the knowledge learned for a higher performance and skill level.

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Standard 2	High School Outcomes
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>	
S2.H1.L1 Movement Concepts, Principles and Knowledge	Identifies examples of social and technical dance forms and rhythmic movements.
S2.H1.L2 Movement Concepts, Principles and Knowledge	Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
S2.H2.L1 Movement Concepts, Principles and Knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
S2.H2.L2 Movement Concepts, Principles and Knowledge	Describes the speed/accuracy trade-off in throwing and striking skills.

Standard 2	High School Outcomes
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (continued)</i>	
S2.H3.L1 Movement Concepts, Principles and Knowledge	Create a practice plan to improve performance for a self-selected skill.
S2.H3.L2 Movement Concepts, Principles and Knowledge	Identifies the stages of learning a motor skill.
S2.H4.L1 Movement Concepts, Principles and Knowledge	Identifies examples of social and technical dance forms.
S2.H4.L2 Movement Concepts, Principles and Knowledge	Compares similarities and differences in various dance forms.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

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Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i>	
S3.H1.L1 Physical Activity Knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
S3.H1.L2 Physical Activity Knowledge	Investigates the relationships among physical activity, nutrition, and body composition.
S3.H2.L1 Physical Activity Knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
S3.H2.L2 Physical Activity Knowledge	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.
S3.H3.L1 Physical Activity Knowledge	Identifies issues associated with exercising in heat, humidity, and cold.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge (cont.)</i>	
S3.H3.L2 Physical Activity Knowledge	Applies rates of perceived exertion and pacing.
S3.H4.L1 Physical Activity Knowledge	Evaluates, according to their benefits, social support network and participation requirements, activities that can be pursued in the local environment.
S3.H4.L2 Physical Activity Knowledge	Investigate and participate in activities that can be pursued in the local environment.
S3.H5.L1 Physical Activity Knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
S3.H5.L2 Physical Activity Knowledge	Analyzes the impact of risks and safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Engages in Physical Activity</i>	

<p>S3.H6.L1 Engages in Physical Activity</p>	<p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.</p>
<p>S3.H6.L2 Engages in Physical Activity</p>	<p>Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).</p>
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge</i></p>	
<p>S3.H7.L1 Fitness Knowledge</p>	<p>Demonstrates appropriate technique in resistance training.</p>
<p>S3.H7.L2 Fitness Knowledge</p>	<p>Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist-antagonist) and supports a healthy, active lifestyle.</p>
<p>S3.H8.L1 Fitness Knowledge</p>	<p>Relates physiological responses to individual levels of fitness and nutritional balance.</p>
<p>Standard 3</p>	<p>High School Outcomes</p>
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i></p>	

<p>S3.H8.L2 Fitness Knowledge</p>	<p>Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic).</p>
<p>S3.H9.L1 Fitness Knowledge</p>	<p>Understands types of strength exercises (e.g. isometric, isotonic, isokinetic, concentric, eccentric etc.) and stretching exercises (e.g. static, dynamic, PNF, etc.) for personal fitness development (e.g. strength, endurance, range of motion).</p>
<p>S3.H9.L2 Fitness Knowledge</p>	<p>Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.</p>
<p>S3.H10.L1 Fitness Knowledge</p>	<p>Calculates target heart rate and applies that information to a personal fitness plan.</p>
<p>S3.H10.L2 Fitness Knowledge</p>	<p>Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.</p>

<p>Standard 3</p>	<p>High School Outcomes</p>
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i></p>	

<p>S3.H11.L1 Assessment and Program Planning</p>	<p>Designs a fitness program including all components of health-related fitness that relates to college/career productivity.</p>
<p>S3.H11.L2 Assessment and Program Planning</p>	<p>Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement , plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</p>
<p>S3.H12.L1 Assessment and Program Planning</p>	<p>Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work.</p>
<p>S3.H12.L2 Assessment and Program Planning</p>	<p>Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.</p>
<p>Nutrition</p>	
<p>S3.H13.L1 Nutrition</p>	<p>Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g. pre, during and post-activity).</p>

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i>	
S3.H14.L1 Stress Management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
S3.H14.L2 Stress Management	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be

transferred to college, career and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

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Standard 4	High School
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>	
S4.H1.L1 Personal Responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
S4.H1.L2 Personal Responsibility	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
<i>Rules and Fair Play</i>	
S4.H2.L1 Rules and Fair Play	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance
S4.H2.L2 Rules and Fair Play	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).
Standard 4	High School

<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others</i>	
S4.H3.L1 Working with Others	Uses communication skills and strategies that promote team or group dynamics.
S4.H3.L2 Working with Others	Assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
S4.H4.L1 Working with Others	Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.
S4.H4.L2 Working with Others	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
Safety	
S4.H5.L1 Safety	Understands best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).
S4.H5.L2 Safety	Applies best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

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Standard 5	High School Outcomes
<i>Health</i>	
S5.H1.L1 Health	Analyzes the health benefits of a self-selected physical activity.
S5.H1.L2 Health	If the outcome was not achieved in Level 1, it should be a focus in Level 2.
<i>Challenge</i>	
S5.H2.L1 Challenge	Challenge is a focus in Level 2 only.
S5.H2.L2 Challenge	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
<i>Self-Expression/Enjoyment</i>	
S5.H3.L1 Self-Expression/Enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

<p>S5.H3.L2 Self-Expression/Enjoyment</p>	<p>Identifies the uniqueness of creative dance and rhythmic movement as a means of self-expression.</p>
<p>Standard 5</p>	<p>High School Outcomes</p>
<p>S5.H4.L1 Social Interaction</p>	<p>Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment.</p>
<p>S5.H4.L2 Social Interaction</p>	<p>Participates in inclusive programs that combine students of all ability levels.</p>