

# 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.

### Grade Band Outcomes

#### 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 cardio vascular 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.

**Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.**

Standard 3	K-2 Outcomes	Performance Indicators
<b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i></b> <i>E= Emerging, M= Maturing, A= Applying</i>		
<b>S3.E1</b> <b>Physical Activity Knowledge</b>	K – Identifies active play opportunities outside physical education class. 1 – Discuss the benefits of being active and/or playing. 2 - Describes large motor and/or manipulative physical activities for participation outside of physical education class. (e.g., before and after school, at home, at the park, with friends, with family).	<b>K-2 E:</b> physical activity knowledge
<b><i>Engages in Physical Activity</i></b>		
<b>S3.E2</b> <b>Engages in Physical Activity</b>	K – Actively participates in physical education class. 1 – Actively engages in physical education class. 2 - Actively engages in physical education class in response to instruction and practice.	<b>K-2 E:</b> engages in physical activity

Standard 3	K-2 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.E3</b>  <b>Fitness Knowledge</b></p>	<p>K – Recognizes that when you move fast, your heart beats faster and you breathe faster.                      1 – Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.                      2 - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.</p>	<p><b>K-2 E:</b> fitness knowledge</p>
<p><b>S3.E4</b>  <b>Fitness Knowledge</b>  <i>Health-Related Fitness Components/ Resistance (S3.E3.K-2.a)</i>  <i>Health-Related Fitness Components (S3.E3.K-2.b)</i></p>	<p>2 - Uses own body resistance for developing strength (2.a)                      2 - Identifies physical activities that contribute to health-related fitness (2.b)</p>	<p><b>K-1: N/A</b>  <b>2 E:</b> health related fitness components</p>
<p><b>S3.E5</b>  <b>Skill-Related Fitness Components</b></p>	<p>K-2 – Emerging outcomes first appear in Grade 3.</p>	<p><b>K-2: N/A</b></p>
<p><b><i>Assessment and Program Planning</i></b></p>		
<p><b>S3.E6</b>  <b>Assessment and Program Planning</b></p>	<p>K-2 – Emerging outcomes first appear in Grade 3.</p>	<p><b>K-2: N/A</b></p>
<p><b><i>Nutrition</i></b></p>		
<p><b>S3.E7</b>  <b>Nutrition</b></p>	<p>K – Recognizes that food provides energy for physical activity.                      1 – Differentiates between healthy and unhealthy foods.                      2 - Recognizes the good health balance of nutrition and physical activity.</p>	<p><b>K-2 E:</b> nutrition</p>

Standard 3	3-5 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.E1</b>  <b>Physical Activity Knowledge</b></p>	<p>3 – Charts participation in physical activities outside physical education class. (3.a)                      3 - Identifies physical activity benefits as a way to become healthier. (3.b)                      4 – Analyzes opportunities for participating in physical activity outside physical education class.                      5 - Charts and analyzes physical activity outside physical education class for fitness benefits of activities.</p>	<p><b>3-4 E:</b> physical activity knowledge  <b>5 M:</b> physical activity knowledge</p>
<p><b><i>Engages in Physical Activity</i></b></p>		
<p><b>S3.E2</b>  <b>Engages in Physical Activity</b></p>	<p>3 – Engages in the activities of physical education class with minimal teacher prompting.                      4 – Actively engages in the activities of physical education class, both teacher-directed and independent.                      5 - Actively engages in all the activities of physical education.</p>	<p><b>3-4 E:</b> engages in physical activity during physical education class time  <b>5 M:</b> engages in moderate to vigorous physical activity at least 50% of physical education class time</p>
<p><b><i>Fitness Knowledge</i></b></p>		
<p><b>S3.E3</b>  <b>Fitness Knowledge</b>  <i>Heart Health</i></p>	<p>3 – Describes the concept of fitness and provides examples of heart rate evaluation methods.                      4 – Identifies the components of health-related fitness.                      4 - Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors.</p>	<p><b>3-4 E:</b> fitness knowledge, heart health  <b>5 M:</b> fitness knowledge, heart health</p>

Standard 3	3-5 Outcomes	Performance Indicators
<b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i></b> <i>E= Emerging, M= Maturing, A= Applying</i>		
<b>S3.E4</b> <b>Fitness Knowledge</b> <i>Health Related Fitness (S3.E4.3-5.a)</i> <i>Warm-Up/Cool Down (S3.E4.3-5.b)</i> <i>FITT Principle (S3.E4.3-5.c)</i> <i>Muscle Identification (S3.E4.3-5.d)</i> <i>Muscular/Skeletal Movement (S3.E4.3-5.e)</i>	3 – Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. 4 – Demonstrates warm-up & cool-down relative to cardiorespiratory fitness assessment. 5 - List, define, and demonstrates the five components of health related fitness. (5.a) 5 - Identifies the need for warm-up & cool-down relative to various physical activities. (5.b) 5 - Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (5.c) 5 - Identify major muscles. (5.d) 5 - Experience how the muscular and skeletal systems work together to allow movement. (5.e)	<b>3-4 E:</b> fitness knowledge <b>5 M:</b> fitness knowledge
<b>S3.E5</b> <b>Fitness Knowledge</b> <i>Skill-Related</i>	Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).	<b>3-5 E:</b> skill related fitness knowledge

Standard 3	3-5 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.E6</b>  <b>Assessment and Program Planning</b>  <i>Analyzes Fitness Assessment/Components (S3.E6.3-5.a)</i>  <i>Fitness Assessment (S3.E6.3-5.b)</i>  <i>FITT Strategies (S3.E6.3-5.c)</i></p>	<p>3 – Demonstrates, with teacher direction, the health-related fitness components.                      4 – Completes fitness assessments (pre &amp; post). (4.a)                      4 - Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (4.b)                      5 - Analyzes results of fitness assessment (pre- &amp; post-), comparing results to fitness components for good health. (5.a)                      5 - Perform a nationally recognized, criterion references, health related fitness assessment that includes muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition. (5.b)                      5 - Identify strategies for progress in fitness areas using FITT strategies. (5.c)</p>	<p><b>3-4 E:</b> fitness assessment, program planning  <b>5 M:</b> fitness assessment, program planning</p>
<p><b>Nutrition</b></p>		
<p><b>S3.E7</b>  <b>Nutrition</b></p>	<p>3 – Identifies foods that are beneficial for before and after physical activity.                      4 – Discusses the importance of hydration and hydration choices relative to physical activities.                      5 - Analyzes the impact of food choices relative to physical activity, youth sports &amp; personal health.</p>	<p><b>3-5 E:</b> nutrition</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.M1</b>  <b>Physical Activity Knowledge</b></p>	<p>6 – Describes how being physically active leads to a healthy body.            7 –Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.            8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.</p>	<p><b>6-7 M:</b> physical activity knowledge  <b>8 A:</b> physical activity knowledge</p>
<p><b><i>Engages in Physical Activity</i></b></p>		
<p><b>S3.M2</b>  <b>Engages in Physical Activity</b></p>	<p>6 – Participates in self-selected physical activity outside of physical education class.            7 –Participates in a physical activity twice a week outside of physical education class.            8 - Values participation in physical activity three times a week outside of physical education class.</p>	<p><b>6-8 M:</b> engages in physical activity outside of physical education class time</p>
<p><b>S3.M3</b>  <b>Engages in Physical Activity</b></p>	<p>6 – Participates in a variety of self-selected cardio vascular-fitness activities.            7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.            8 - Values participation in a variety of self-selected cardio vascular fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.</p>	<p><b>6-8 M:</b> engages in physical activity outside of physical education class time</p>
<p><b>S3.M4</b>  <b>Engages in Physical Activity</b></p>	<p>6 – Participates in a variety of cardio vascular-fitness activities using technology such as Dance Dance Revolution or Wii Fit.            7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.            8 - Plans and implements a program which may include the use of technology, cardio vascular, strength and endurance, and flexibility.</p>	<p><b>6-8 M:</b> engages in physical activity outside of physical education class time</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Engages in Physical Activity (cont.)</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.M5</b>  <b>Engages in Physical Activity</b></p>	<p>6 – Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.            7 – Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.            8 - Values participation in a variety of self-selected lifetime activities outside of the school day. E.g. Recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, etc.</p>	<p><b>6-8 M:</b> engages in physical activity outside of physical education class time</p>
<p><b><i>Fitness Knowledge</i></b></p>		
<p><b>S3.M6</b>  <b>Fitness Knowledge</b></p>	<p>6 – Participates in moderate to vigorous physical activity that includes intermittent or continuous cardio vascular physical activity of both moderate and vigorous intensity for at least 60 minutes per day.            7 – Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.            8 - Values participation in moderate to vigorous cardio vascular and/or muscle and bone-strengthening physical activity at least 60 minutes per day at least three times a week.</p>	<p><b>6-8 M:</b> fitness knowledge</p>
<p><b>S3.M7</b>  <b>Fitness Knowledge</b></p>	<p>6 – Identifies the components of skill-related fitness.            7 – Distinguishes between health- and skill- related fitness.            8 - Compares and contrasts health- and skill- related fitness components.</p>	<p><b>6-8 M:</b> skill related fitness knowledge</p>



Standard 3	6-8 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.M8</b> <b>Fitness Knowledge</b></p>	<p>6 – Sets and monitors a self-selected physical-activity goal for cardio vascular and/or muscle- and bone-strengthening activity based on current fitness level.</p> <p>7 – Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level.</p> <p>8 - Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based current fitness level.</p>	<p><b>6-8 M:</b> fitness knowledge, self-selected</p>
<p><b>S3.M9</b> <b>Fitness Knowledge</b></p>	<p>6 – Employs correct techniques and methods of stretching.</p> <p>7 – Describes and demonstrates the difference between dynamic and static stretches.</p> <p>8 - Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.</p>	<p><b>6-8 M:</b> fitness knowledge, stretching</p>
<p><b>S3.M10</b> <b>Fitness Knowledge</b></p>	<p>6 – Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.</p> <p>7 – Describes the role of exercise and nutrition in weight management.</p> <p>8 - Describes the role of a variety of fitness-related concepts. E.g. Aerobic and anaerobic capacity, muscular strength and endurance, nutrition and weight management, flexibility and injury prevention.</p>	<p><b>6-8 M:</b> fitness knowledge, fitness concepts</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.M11</b>  <b>Fitness Knowledge</b></p>	<p>6 – Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time &amp; type) for different types of physical activity (cardio vascular, muscular fitness, and flexibility).            7 –Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.            8 - Uses the overload principle (FITT formula) in preparing a personal workout.</p>	<p><b>6-8 M:</b> fitness knowledge, FITT formula</p>
<p><b>S3.M12</b>  <b>Fitness Knowledge</b></p>	<p>6 – Describes the role of warm-up/ cool-down regimen for a self-selected physical activity.            7 – Designs a warm up/cool down regimen for a self-selected physical activity.            8 - Designs and implements a warm up/cool down regimen for a self-selected physical activity.</p>	<p><b>6-8 M:</b> fitness knowledge, self-selected activity</p>
<p><b>S3.M13</b>  <b>Fitness Knowledge</b></p>	<p>6 – Defines resting heart rate and describes its relationship to cardio vascular fitness and the Borg Rating of Perceived Exertion (RPE) Scale.            7 – Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.            8 - Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.</p>	<p><b>6-8 M:</b> fitness knowledge, heart rate</p>
<p><b>S3.M14</b>  <b>Fitness Knowledge</b></p>	<p>6 – Identifies major muscles used in selected physical activities.            7 –Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.            8 - Explains how body systems interact with each other (e.g. Blood transports nutrients from the respiratory system during physical activity).</p>	<p><b>6-8 M:</b> fitness knowledge, body systems</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.M15</b>  <b>Assessment and Program Planning</b></p>	<p>6 – Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.            7 – Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.            8 - Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.</p>	<p><b>6-7 M:</b> fitness assessment, program planning  <b>8 A:</b> fitness assessment, program planning</p>
<p><b>S3.M16</b>  <b>Assessment and Program Planning</b></p>	<p>6 – Maintains physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.            7 – Maintains physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.            8 - Designs and implements a program to improve levels of health related fitness and nutrition.</p>	<p><b>6-7 M:</b> fitness assessment, personal reflection  <b>8 A:</b> fitness assessment, personal reflection</p>
<p><b>Nutrition</b></p>		
<p><b>S3.M17</b>  <b>Nutrition</b></p>	<p>6 – Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.            7 – Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.            8 - Describe the relationship between poor nutrition and health risk factors.</p>	<p><b>6 E:</b> nutrition  <b>7-8 M:</b> nutrition</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><b><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Stress Management</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S3.M18</b>  <b>Stress Management</b></p>	<p>6 – Identifies positive and negative results of stress and appropriate ways of dealing with each.            7 – Practices strategies for dealing with stress, such as deep breathing, guided visualization, and cardio vascular exercise.            8 - Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing.</p>	<p><b>6-8 E:</b> stress management</p>

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 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>	
<b>S3.H1.L1</b> Physical Activity Knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
<b>S3.H1.L2</b> Physical Activity Knowledge	Investigates the relationships among physical activity, nutrition, and body composition.
<b>S3.H2.L1</b> Physical Activity Knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
<b>S3.H2.L2</b> Physical Activity Knowledge	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.
<b>S3.H3.L1</b> 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>	
<b>S3.H3.L2</b> <b>Physical Activity Knowledge</b>	Applies rates of perceived exertion and pacing.
<b>S3.H4.L1</b> <b>Physical Activity Knowledge</b>	Evaluates, according to their benefits, social support network and participation requirements, activities that can be pursued in the local environment.
<b>S3.H4.L2</b> <b>Physical Activity Knowledge</b>	Investigate and participate in activities that can be pursued in the local environment.
<b>S3.H5.L1</b> <b>Physical Activity Knowledge</b>	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
<b>S3.H5.L2</b> <b>Physical Activity Knowledge</b>	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>	
<b>S3.H6.L1</b> <b>Engages in Physical Activity</b>	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.
<b>S3.H6.L2</b> <b>Engages in Physical Activity</b>	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).
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge</i>	
<b>S3.H7.L1</b> <b>Fitness Knowledge</b>	Demonstrates appropriate technique in resistance training.
<b>S3.H7.L2</b> <b>Fitness Knowledge</b>	Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist-antagonist) and supports a healthy, active lifestyle.
<b>S3.H8.L1</b> <b>Fitness Knowledge</b>	Relates physiological responses to individual levels of fitness and nutritional balance.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i>	
<b>S3.H8.L2</b> Fitness Knowledge	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic).
<b>S3.H9.L1</b> Fitness Knowledge	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).
<b>S3.H9.L2</b> Fitness Knowledge	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
<b>S3.H10.L1</b> Fitness Knowledge	Calculates target heart rate and applies that information to a personal fitness plan.
<b>S3.H10.L2</b> Fitness Knowledge	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor cardio vascular intensity.



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>	
<b>S3.H11.L1</b> <b>Assessment and Program Planning</b>	Designs a fitness program including all components of health-related fitness that relates to college/career productivity.
<b>S3.H11.L2</b> <b>Assessment and Program Planning</b>	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).
<b>S3.H12.L1</b> <b>Assessment and Program Planning</b>	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.
<b>S3.H12.L2</b> <b>Assessment and Program Planning</b>	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.
<b>Nutrition</b>	
<b>S3.H13.L1</b> <b>Nutrition</b>	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).

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>	
<b>S3.H14.L1</b> <b>Stress Management</b>	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, cardio vascular exercise, meditation) to reduce stress.
<b>S3.H14.L2</b> <b>Stress Management</b>	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, cardio vascular exercise, meditation) to reduce stress.