

Physical Education CR

HS-2.3	Collect, analyze, and assess his or her own health-related physical fitness data as well as those of others (for example, collects data using Fitnessgram, explains the impact of participation in tennis on various components of fitness).	Physical Fitness	Sec B: Fitness components Sec C: Target heart rate
HS-2.4	Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness (plans a summer personal conditioning program).	Physical Fitness	Sec A: Principles of exercise Sec D: Goal setting
S3	S3: The student will participate regularly in physical activity. (Psychomotor Domain)		
HS-3.1	Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and physical activity log).	Physical Fitness	Sec C: Target heart rate
HS-3.2	Identify community resources to support varied opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting the information to class).		

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S4	The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)		
HS-4.1	Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram).		
HS-4.2	Implement a long-term personal fitness plan to improve or maintain health-related physical fitness based on FITT (frequency, intensity, type, and time) training principles.	Physical Fitness	Sec D: Goal setting
S5	S5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)		

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HS-5.1	Apply leadership skills by holding him- or herself as well as others responsible for resolving conflicts in a positive way; modeling proper etiquette; and following safe practices, rules, and procedures in all physical-activity settings (for example, shows leadership by diffusing conflict during competition).	Cardiorespiratory Fitness Lifetime Activities	Sec D: Cycling Sec B: Golf
HS-5.2	Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison’s model of Teaching Responsibility through Physical Activity levels).		
HS-5.3	Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class).		
S6	S6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)		
HS-6.1	Identify the potential benefits of various physical activities (for example, creates a pamphlet on the health benefits of pickleball).		

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HS-6.2	Identify physical activities that provide personal meaning and explain why they provide such meaning (for example, class presentations on working with others in a sport to achieve a common goal).		
HS-6.3	Extrapolate how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school).		