

## PE Metrics – High School (9 – 12)

**Standard 3.** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.

### **Outcomes to be assessed in Standard 3:**

**S3.H6.L1:** Participates in a self-selected lifetime activity, dance, or fitness activity outside of the school day several times a week. **See Task 1**

**S3.H6.L2:** 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).

**See Task 1, 3**

**S3.H7.L1:** Demonstrates appropriate technique in resistance training machines & free weights.

**See Task 3**

**S3.H7.L2:** Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy active lifestyle.

**See Task 3**

**S3.H8.L1:** Relates physiological responses to individual levels of fitness and nutritional balance.

**See Task 5**

**S3.H8.L2:** Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic). **See Task 3**

**S3.H9.L1:** Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). **See Task 3**

**S2.H9.L2:** Identifies the structure of skeletal muscle and fiber types as they relate to muscular development. **See Task 5**

**S3.H10.L1:** Calculates target heart rate and applies HR information to personal fitness plan.

**See Task 2**

**S3.H10.L2:** Adjusts pacing to keep HR in the target zone using available technology (e.g. pedometers, heart rate monitors, etc.) to self- monitor aerobic intensity. **See Task 3**

**S3.H13.L1:** Designs and implements a nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle. **See Task 4**

**S3.H13.L2:** Creates a snack plan for pre-exercise, during exercise, and post-exercise that addresses nutritional needs for each phase. **See Task 4**

**S3.H14.L2:** Identifies stress-management strategies (metal imagery, relaxation techniques, deep breathing, aerobic exercise, meditation, etc.) to reduce stress. **See Task 5**

**S3.H14.L2:** Applies stress-management strategies (metal imagery, relaxation techniques, deep breathing, aerobic exercise, meditation, etc.) to reduce stress. **See Task 5**

### **Comprehensive Assessment Task: Develop a Physical Activity Portfolio**

As a high school student, it is important for you to have the knowledge and ability to engage in a variety of physical activities, develop your own personal fitness or physical activity plan and be able to reflect upon and make changes based on fitness, nutrition, sleep and stress outcomes. You will work on aspects of this portfolio throughout the course.

### **Guidelines**

Prior to teaching the course, look over the outcomes and assessment tasks within Standard 3 to learn what content is needed for instruction to complete these assessments. These assessments are comprehensive in nature, but there are aspects of the assessments that can be completed at different time periods throughout the semester/school year. Teachers might consider completing the goal setting and designing of the physical activity plan early on in the semester to provide students adequate time to utilize their plan in working towards other outcomes within Standard 3.

### **Scoring Guide**

There are 14 total outcomes for Standard 3 and five assessment tasks to measure those outcomes. There is a scoring guide after EACH assessment task; however, if this may be confusing or teachers would prefer to have a scoring guide for each individual outcome, these individual scoring guides are provided at the end of this document (after Assessment #5).

## PE Metrics – High School (9 – 12)

**Standard 3.** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.

### Outcomes focused on Assessment Task #1:

**S3.H6.L1:** Participates in a self-selected lifetime activity, dance, or fitness activity outside of the school day several times a week.

**S3.H6.L2:** 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).

### Assessment Task #1: Goal Setting

Using the “SMART” criteria below, establish 3 physical activity goals that you want to achieve to prepare you to participate in a \_\_\_\_\_ community event (e.g., 5k, triathlon, tournament, dance performance, cycling, etc.). *SMART Goal Example:* In order to get in shape for this event, I will actively participate in dance practice for 30 minutes 3 times per week for the next month with no more than one missed practice.

**Specific** - Your goals should be specific and detailed based on what you want to achieve.

**Measurable** – Your goals should be able to be assessed or evaluated in some way to determine if you have been successful.

**Achievable** - Your goals should push you past your comfort zone but should still be attainable.

**Relevant/Realistic** - Your goals should be important to you and the outcome should impact your life in some way. They should be reasonable given your time frame and available resources.

**Timely** - Your goals should have a deadline that will help keep you on track for reaching them.

<b>Community Event Selected (include date &amp; time):</b>
<b>Goal #1:</b>
<b>Goal #2:</b>
<b>Goal #3:</b>

### Guidelines

Although fitness levels is not an outcome for high school, it is recommended that students' fitness levels are assessed using Fitnessgram as well as gathering data of their current physical activity, whether through a physical activity recall or journal reflection, prior to goal setting. This information will help guide students in their goal setting.

### Scoring Guide

Level	Goal Setting
3	Using ALL of the SMART criteria, creates 3 physical activity goals to achieve in preparation for participating in a self-selected community event that will take place outside of the school day.
2	Using MOST of the SMART criteria, creates 3 physical activity goals to achieve in preparation for participating in a self-selected community event that will take place outside of the school day.
1	Using LIMITED SMART criteria, creates 2 or less physical activity goals to achieve in preparation for participating in a self-selected community event that will take place outside of the school day.

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**Outcomes focused on Assessment Task #2:**

**S3.H10.L1:** Calculates target heart rate and applies HR information to personal fitness plan.

**Assessment Task #2: Calculate Target Heart Rate Zone (THRZ)**

Complete the calculations below to identify your Target Heart Rate Zone. This information is important when you are engaging in aerobic capacity/CV endurance activities.

*\*Note: Calculations of THRZ range percentages are taken from the CDC.*

**Maximum Heart Rate (MHR)** → 220 – your age = \_\_\_\_\_

**Resting Heart Rate (RHR)** → HR at rest = \_\_\_\_\_

**Target Heart Rate Zone (THR)** → Between 50-70% \_\_\_\_\_

**Moderate Intensity**

Lower (50%) → MHR x 50% = \_\_\_\_\_

Upper (70%) → MHR x 70% = \_\_\_\_\_

**Target Heart Rate Zone (THR)** → Between 70-85% \_\_\_\_\_

**Vigorous Intensity**

Lower (70%) → MHR x 70% = \_\_\_\_\_

Upper (85%) → MHR x 85% = \_\_\_\_\_

**Scoring Guide**

Level	Calculating Target Heart Rate Zone
3	Accurately calculates maximum heart rate (MHR) AND target heart rate zone (THRZ).
2	Accurately calculates maximum heart rate (MHR) AND PART of the target heart rate zone (THRZ).
1	Does not accurately calculate maximum heart rate (MHR) OR target heart rate zone (THRZ).

**Outcomes focused on Assessment Task #3:**

**S3.H6.L2:** 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).

**S3.H7.L1:** Demonstrates appropriate technique in resistance training machines & free weights.

**S3.H7.L2:** Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy active lifestyle.

**S3.H8.L2:** Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).

**S3.H9.L1:** Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

**S3.H10.L1:** Calculates target heart rate and applies HR information to personal fitness plan.

**S3.H10.L2:** Adjusts pacing to keep HR in the target zone using available technology (e.g. pedometers, heart rate monitors, etc.) to self- monitor aerobic intensity.

**Assessment Task #3: Create a Physical Activity & Fitness Plan**

- a. Complete the chart below to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan (you do not need to complete each row available).

<b>Aerobic Capacity/CV Endurance</b>				
<b>Type (List the exercises)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Number of beats/min.)</b>	<b>Time (e.g., 30 min.)</b>	<b>Energy System Used (e.g., ATP-PC, aerobic)</b>

**Reflection Question:** Using technology, such as a heart rate monitor, accelerometer, or pedometer, explain how you made adjustments to your pacing for EACH aerobic capacity/CV endurance exercise bout to keep your heart rate within your Target Heart Rate Zone (THRZ).

<b>Muscular Strength &amp; Endurance</b>				
<b>Name of Exercise</b>	<b>Type</b> <b>(Identify isometric, concentric, eccentric)</b>	<b>Frequency</b> <b>(Days per week)</b>	<b>Intensity &amp; Time</b> <b>(Number of sets &amp; repetitions)</b>	<b>Energy System Used</b> <b>(e.g., ATP-PC, aerobic)</b>
<i>Chest &amp; Back</i>				
<i>Shoulders</i>				
<i>Arms</i>				
<i>Legs</i>				
<i>Abs &amp; Core Exercises</i>				

### Flexibility

Name of Exercise	Type (Identify static, PNF, dynamic)	Frequency (Days per week)	Intensity (Stretch slowly to the point of mild discomfort)	Time (Hold each stretch for 10-30 sec)	Energy System Used (e.g., ATP-PC, aerobic)

b. Using the activities that you listed in the previous 3 charts, create a weekly schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Aerobic capacity/CV endurance							
Muscular Strength/endurance							
Flexibility							

c. Describe 3 strategies you will implement to engage in daily physical activity.

- 1.
- 2.
- 3.



d. For muscular strength and endurance exercises, demonstrate appropriate technique for 3 resistance-training machines and 3 free weight exercises. Provide videotape or written assessment by a teacher or peer.

### **Guidelines**

Although fitness levels is not an outcome for high school, it is recommended that students' fitness levels are assessed using Fitnessgram as well as gathering data of their current physical activity, whether through a physical activity recall or journal reflection, prior to creating their physical activity and fitness plan. This information will help guide students in developing their plans.

## Scoring Guide

Level	Creates & Implements a Physical Activity Plan	Appropriate Technique in Resistance Training	Strength & Conditioning Program	Energy Systems	Identifying Strength & Stretching Exercises	Applies Heart Rate/ Target HR Zone	Adjusts Pacing Using Technology
	Task 1, 3	Task 3	Task 3	Task 3	Task 3	Task 2, 3	Task 3
<b>3</b>	Designs and implements a detailed physical activity plan and participates in a community event.	Consistently demonstrates appropriate technique for 3 resistance-training machines and 3 free weight exercises via videotape or live assessment by teacher or peer.	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups for ALL upper body and lower body exercises.	Correctly identifies the different energy systems used in ALL selected physical activities.	Correctly identifies the type of strength and stretching exercise in ALL selected physical activities.	Accurately and consistently applies heart rate information (from Task 2) to personal fitness plan.	Consistently adjusts pacing to keep HR in the THRZ using available technology to self-monitor aerobic intensity.
<b>2</b>	Designs and implements a general physical activity plan and participates in a community event.	Usually demonstrates appropriate technique for 3 resistance-training machines and 3 free weight exercises via videotape or live assessment by teacher or peer.	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups for MOST upper body and lower body exercises.	Correctly identifies the different energy systems used in MOST selected physical activities.	Correctly identifies the type of strength and stretching exercise in MOST selected physical activities.	Accurately and usually applies heart rate information (from Task 2) to personal fitness plan.	Usually adjusts pacing to keep HR in the THRZ using available technology to self-monitor aerobic intensity.
<b>1</b>	Designs and implements a weak physical activity plan and/or does not participate in a community	Does not correctly demonstrate appropriate technique for 3 resistance-training machines and 3 weight	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups	Correctly identifies the different energy systems used in FEW or NO selected	Correctly identifies the type of strength and stretching exercise in FEW or NO selected physical	Does not apply heart rate information (from Task 2) to personal fitness plan.	Does not adjust pacing to keep HR in the THRZ using available technology to self-

	event.	exercises via videotape or live assessment by teacher or peer.	for FEW or NO upper body and lower body exercises.	physical activities.	activities.		monitor aerobic intensity.
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\*"Consistently" is defined as appropriate performance approximately 85% or more of the time.

"Usually" is defined as appropriate performance approximately 70-85% of the time.

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**Outcomes focused on Assessment Task #4:**

**S3.H13.L1:** Designs and implements a nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.

**S3.H13.L2:** Creates a snack plan for pre-exercise, during exercise, and post-exercise that addresses nutritional needs for each phase.

**Assessment Task #4: Create a Nutritional Plan**

Complete a tracking program (e.g., SuperTracker Program at MyPlate: [www.choosemyplate.gov](http://www.choosemyplate.gov) or Facts up Front at: <http://factsupfront.org/> ). Identify the amount of fruits, vegetables, grains, proteins, dairy and oils you consume on a daily basis. Based on the results from the tracking program and suggested recommendations, create a daily nutritional plan to improve your nutritional intake.

- a. In the space below, respond to the following question: Based on the tracker results, what steps will you take to improve your daily nutrition intake?

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b. In the table below, record the type and amount of grains, vegetables, fruits, dairy and proteins you plan to consume on a daily basis (be sure to also include beverages in each category as they apply). The goal is to create a nutrition plan that will help you maintain an appropriate energy balance for a healthy active lifestyle.

Day	Grains		Vegetables		Fruits		Dairy		Proteins	
	Food	Serving	Food	Serving	Food	Serving	Food	Serving	Food	Serving
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										
Sunday										
<b>Total</b>										

<b>Servings</b>						
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- c. In addition to the foods and servings that you listed in the previous chart, identify what oils you eat (under oil foods) and how many servings you eat over the course of the week (under each day).

<b>Oil Foods</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Total Servings</b>							

- d. Create a snack plan (which should include food and beverage) for pre-exercise, during exercise, and post-exercise that addresses nutritional needs for each phase.

<b>Pre-Exercise Snacks</b>	<b>During Exercise Snacks</b>	<b>Post-Exercise Snacks</b>

**Respond to the following question: Why did you identify these snacks for each phase of your exercise plan?**

<b>Level</b>	<b>Nutrition Plan for Energy Balance</b>	<b>Snack Plan for Different Phases of Exercise</b>	<b>Reflection Question: Identifying Snack Plan</b>
<b>3</b>	Designs and implements a detailed nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.	Creates a detailed snack plan for ALL 3 phases of exercise (pre, during, post) that addresses nutritional needs for each phase.	Provides a detailed explanation of why the snacks were identified for each phase of the exercise plan.
<b>2</b>	Designs and implements a general nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.	Creates a general snack plan for ALL 3 phases of exercise (pre, during, post) that addresses nutritional needs for each phase.	Provides a general explanation of why the snacks were identified for each phase of the exercise plan.
<b>1</b>	Designs and implements a weak nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.	Creates a weak snack plan for 2 or fewer phases of exercise (pre, during, post) that addresses nutritional needs for each phase.	Provides a weak explanation of why the snacks were identified for each phase of the exercise plan.

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**Outcomes focused on Assessment Task #5:**

**S3.H8.L1:** Relates physiological responses to individual levels of fitness and nutritional balance.

**S2.H9.L2:** Identifies the structure of skeletal muscle and fiber types as they relate to muscular development.

**S3.H14.L2:** Identifies stress-management strategies (metal imagery, relaxation techniques, deep breathing, aerobic exercise, meditation, etc.) to reduce stress.

**S3.H14.L2:** Applies stress-management strategies (metal imagery, relaxation techniques, deep breathing, aerobic exercise, meditation, etc.) to reduce stress.

**Assessment Task #5:                      Respond to Reflection Questions**

Respond to the following questions in detail to demonstrate your knowledge of these topics.

a. Explain how a person's physiological responses relate to his/her level of fitness and nutritional balance. Select 3 different physiological responses (i.e., how your body responds/changes from exercising).

b. Identify the structure of skeletal muscle and fiber types as they relate to muscular development.



c. Identify 3 stress management strategies an individual can use to reduce stress.

d. Based on the stress management strategies identified in question c., apply 2 of these strategies to reduce your stress. Describe and reflect upon the process you go through and what outcomes occurred when implementing these strategies.

Level	Criteria			
	Question A: Physiological Response	Question B: Skeletal Muscle & Fiber Types	Question C: Identifying Stress Management Strategies	Question D: Applying Stress Management Strategies
<b>3</b>	Provides a detailed explanation of how a person's physiological responses relate to his/her level of fitness and nutritional balance. Describes 3 different physiological responses.	Provides a detailed and accurate description of the structure of skeletal muscle and fiber types as they relate to muscular development.	Provides a detailed identification of 3 stress management strategies an individual can use to reduce stress.	Provides a detailed and reflective description of the process and outcomes of implementing 2 stress management strategies.
<b>2</b>	Provides a general explanation of how a person's physiological responses relate to his/her level of fitness and nutritional balance. Describes 3 different physiological responses.	Provides a general and accurate description of the structure of skeletal muscle and fiber types as they relate to muscular development.	Provides a general identification of 3 stress management strategies an individual can use to reduce stress.	Provides a general and reflective description of the process and outcomes of implementing 2 stress management strategies
<b>1</b>	Provides a weak explanation of how a person's physiological responses relate to his/her level of fitness and nutritional balance. Describes 2 or fewer different physiological responses.	Provides no description of the structure of skeletal muscle and fiber types as they relate to muscular development.	Provides a weak identification of 2 or fewer stress management strategies an individual can use to reduce stress.	Provides a weak description of the process and outcomes of implementing 1 or fewer stress management strategies

### Scoring Rubrics by Individual Outcomes

**S3.H6.L1:** Participates in a self-selected lifetime activity, dance, or fitness activity outside of the school day several times a week. **See Task 1, 3b**

Level	Participates in Physical Activity Outside of School
3	Participates in self-selected lifetime activity, dance or fitness activity outside of school more than 3 times a week.
2	Participates in self-selected lifetime activity, dance or fitness activity outside of school 3 times a week.
1	Participates in self-selected lifetime activity, dance or fitness activity outside of school 2 or fewer times a week.

**S3.H6.L2:** 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).  
**See Task 1, 3**

Level	Creates & Implements a Physical Activity Plan
3	Designs and implements a detailed physical activity plan and participates in a community event.
2	Designs and implements a general physical activity plan and participates in a community event.
1	Designs and implements a weak physical activity plan and/or does not participate in a community event.

**S3.H7.L1:** Demonstrates appropriate technique in resistance training machines & free weights.  
**See Task 3**

Level	Appropriate Technique in Resistance Training
3	Consistently demonstrates appropriate technique for 3 resistance-training machines and 3 free weight exercises via videotape or live assessment by teacher or peer.
2	Usually demonstrates appropriate technique for 3 resistance-training machines and 3 free weight exercises via videotape or live assessment by teacher or peer.
1	Does not correctly demonstrate appropriate technique for 3 resistance-training machines and 3 weight exercises via videotape or live assessment by teacher or peer.

\*"Consistently" is defined as appropriate performance approximately 85% or more of the time.  
 "Usually" is defined as appropriate performance approximately 70-85% of the time.

**S3.H7.L2:** Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy active lifestyle.

**See Task 3**

<b>Level</b>	<b>Strength and Conditioning Program</b>
<b>3</b>	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups for ALL upper body and lower body exercises.
<b>2</b>	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups for MOST upper body and lower body exercises.
<b>1</b>	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups for FEW or NO upper body and lower body exercises.

**S3.H8.L1:** Relates physiological responses to individual levels of fitness and nutritional balance.

**See Task 5**

<b>Level</b>	<b>Physiological Response – Question A</b>
<b>3</b>	Provides a detailed explanation of how a person's physiological responses relate to his/her level of fitness and nutritional balance. Describes 3 different physiological responses.
<b>2</b>	Provides a general explanation of how a person's physiological responses relate to his/her level of fitness and nutritional balance. Describes 3 different physiological responses.
<b>1</b>	Provides a weak explanation of how a person's physiological responses relate to his/her level of fitness and nutritional balance. Describes 2 or fewer different physiological responses.

**S3.H8.L2:** Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic). **See Task 3**

Level	Energy Systems
3	Correctly identifies the different energy systems used in ALL selected physical activities.
2	Correctly identifies the different energy systems used in MOST selected physical activities.
1	Correctly identifies the different energy systems used in FEW or NO selected physical activities.

**S3.H9.L1:** Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). **See Task 3**

Level	Identifying Strength & Stretching Exercises
3	Correctly identifies the different energy systems used in ALL selected physical activities.
2	Correctly identifies the different energy systems used in MOST selected physical activities.
1	Correctly identifies the different energy systems used in FEW or NO selected physical activities.

**S2.H9.L2:** Identifies the structure of skeletal muscle and fiber types as they relate to muscular development. **See Task 5**

Level	Skeletal Muscle & Fiber Types – Question B
3	Provides a detailed and accurate description of the structure of skeletal muscle and fiber types as they relate to muscular development.
2	Provides a general and accurate description of the structure of skeletal muscle and fiber types as they relate to muscular development.
1	Provides no description of the structure of skeletal muscle and fiber types as they relate to muscular development.

**S3.H10.L1:** Calculates target heart rate and applies HR information to personal fitness plan  
**See Task 2, 3**

Level	Calculating Target Heart Rate Zone	Applying Heart Rate to Personal Fitness Plan
3	Accurately calculates maximum heart rate (MHR) AND target heart rate zone (THRZ).	Accurately and consistently applies heart rate information (from Task 2) to personal fitness plan.
2	Accurately calculates maximum heart rate (MHR) AND PART of the target heart rate zone (THRZ).	Accurately and usually applies heart rate information (from Task 2) to personal fitness plan.
1	Does not accurately calculate maximum heart rate (MHR) OR target heart rate zone (THRZ).	Does not apply heart rate information (from Task 2) to personal fitness plan.

**S3.H10.L2:** Adjusts pacing to keep HR in the target zone using available technology (e.g. pedometers, heart rate monitors, etc.) to self- monitor aerobic intensity. **See Task 3**

Level	Adjusts Pacing Using Technology
3	Consistently adjusts pacing to keep HR in the THRZ using available technology to self-monitor aerobic intensity.
2	Usually adjusts pacing to keep HR in the THRZ using available technology to self-monitor aerobic intensity.
1	Does not adjust pacing to keep HR in the THRZ using available technology to self-monitor aerobic intensity.

**S3.H13.L1:** Designs and implements a nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle. **See Task 4**

Level	Nutrition Plan for Energy Balance
3	Designs and implements a detailed nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.
2	Designs and implements a general nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.
1	Designs and implements a minimal nutritional plan to maintain an appropriate energy balance for a healthy active lifestyle.

**S3.H13.L2:** Creates a snack plan for pre-exercise, during exercise, and post-exercise that addresses nutritional needs for each phase. **See Task 4**

Level	Snack Plan for Different Phases of Exercise
3	Creates a detailed snack plan for ALL 3 phases of exercise (pre, during, post) that addresses nutritional needs for each phase.
2	Creates a general snack plan for ALL 3 phases of exercise (pre, during, post) that addresses nutritional needs for each phase.
1	Creates a weak snack plan for 2 or less phases of exercise (pre, during, post) that addresses nutritional needs for each phase.

**S3.H14.L2:** Identifies stress-management strategies (metal imagery, relaxation techniques, deep breathing, aerobic exercise, meditation, etc.) to reduce stress. **See Task 5**

Level	Identifying Stress Management Techniques – Question C
3	Provides a detailed reflection and identifies a minimum of 3 stress-management strategies an individual can use to reduce stress.
2	Provides a general reflection and identifies 3 stress-management strategies an individual can use to reduce stress.
1	Provides a weak reflection and identifies a minimum 2 or less stress-management strategies an individual can use to reduce stress.

**S3.H14.L2:** Applies stress-management strategies (metal imagery, relaxation techniques, deep breathing, aerobic exercise, meditation, etc.) to reduce stress.

Level	Applying Stress Management Strategies – Question D
3	Provides a detailed reflection on how they apply a minimum of 2 stress-management strategies to reduce stress. A detailed description of the process and outcomes of implementing these strategies is also included.
2	Provides a general reflection on how they apply 2 stress-management strategies to reduce stress. A general description of the process and outcomes of implementing these strategies is also included.
1	Provides a weak reflection on how they apply 1 or less stress-management strategies to reduce stress. A weak description of the process and outcomes of implementing these strategies is also included.