

High School Outcomes (Grades 9 – 12)

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college/ career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

Standard 1	Level 1	Level 2
<i>The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.</i>		
S1.H1 Lifetime Activities	Demonstrates proficiency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor education, individual-performance activities, aquatics, net/wall games or target games). ²⁴ (S1.H1.L1)	Refines activity-specific movement skills in one or more lifetime activities (outdoor education, individual-performance activities, aquatics, net/wall games or target games). ²⁵ (S1.H1.L2)
S1.H2 SD Revised Lifetime Activities Rhythmic Activities/Dance	Demonstrates proficiency in rhythmic movement patterns/dance. (e.g., Jump ropes, Parkour, Zumba, Dance, Yoga, Aerobics) (S1.H2.L1)	Demonstrates creativity in rhythmic movement patterns by choreographing a dance or performing a rhythmic routine. (S1.H2.L2)
S1.H3 SD Revised Fitness Activities	Demonstrates proficiency in specialized skills in health-related fitness activities. (S1.H3.L1a) Demonstrates target zones of health-related fitness components through participation in individual/team performance activities. (S1.H3.L1b)	Demonstrates proficient specialized skills in health-related fitness activities. (S1.H3.L2a) Demonstrates threshold zones of health-related fitness components through participation in individual/team performance activities. (S1.H3.L2b)

Standard 1	Level 1	Level 2
<p>S1.H4 SD Revised</p> <p>Fitness Activities</p> <p>Individual/Team Performance Activities</p>	<p>Executes effective strategies for various individual/team performance activities. (S1.H4.L1)</p>	<p>Create and execute effective offensive and defensive strategies in at least three self-selected individual/team performance activities. (S1.H4.L2)</p>

Standard 2	Level 1	Level 2
<i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.</i>		
S2.H1 SD Revised Movement Concepts	Applies the terminology associated with exercise and participation in a variety of activities. (e.g., individual - performance, team activities, net/wall games, target games, aquatics and/or outdoor pursuits appropriately). (S2.H1.L1)	Create, perform, and discuss an activity relevant to historical and cultural perspectives. (S2.H1.L2)
S2.H2 SD Revised Principles	Practice movement concepts, principles, strategies, and tactics (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected activity (e.g., individual -performance, team activities, net/wall games, target games, aquatics and/or outdoor pursuits). (S2.H2.L1)	Apply principles and concepts to the speed/accuracy trade-off in throwing and striking in a variety of activities. (S2.H2.L2)
S2.H3 SD Revised Knowledge, Strategy and Tactics	Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)	Identifies the stages of learning a motor skill. (S2.H3.L2)
S2.H4 SD Revised Fitness Principles	Discusses how overload progression, and specificity will enhance a personal fitness program. (S2.H4.L1)	Demonstrates program planning skills by setting goals and devising strategies for lifetime fitness. (S2.H4.L2)

Standard 3	Level 1	Level 2
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>		
S3.H1 SD Revised Physical Activity Knowledge	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L1)	Discusses the benefits of a physically active lifestyle as it relates to college/career productivity. (S3.H1.L2)
S3.H2 SD Revised Physical Activity Knowledge	SD: Deleted S3.H2 Refer to South Dakota Health Education Standard 3	
S3.H3 SD Revised Physical Activity Knowledge	Applies rates of perceived exertion and pacing. (S3.H3.L1)	Identifies issues associated with exercising in heat, humidity and cold. ³¹ (S3.H3.L2)
S3.H4 Physical Activity Knowledge	Evaluates – according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment. ³³ (S3.H4.L1)	
S3.H5 SD Revised Physical Activity Knowledge	Identifies the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
S3.H6 SD Revised Engages In Physical Activity	SD: Deleted S3.H6	
S3.H7 SD Revised Fitness Knowledge	Demonstrate mature technique in resistance-training machines and free weights. ³⁶ (S3.H7.L1)	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. ³⁷ (S3.H7.L2)

Standard 3	Level 1	Level 2
S3.H8 SD Revised Fitness Knowledge	Relates physiological responses to individual levels of fitness. (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic). ³⁹ (S3.H8.L2)
S3.H9 SD Revised Fitness Knowledge	Identifies and participates in various types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). ⁴⁰ (S3.H9.L1)	Create and utilize an activity plan for strength and stretching for personal fitness development. ⁴¹ (S3.H9.L2)
S3.H10 Fitness Knowledge	Calculates target heart rate and applies HR information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g.: pedometer, heart rate monitor), to self-monitor aerobic intensity. ⁴² (S3.H10.L2)
S3.H11 SD Revised Assessment and Program Planning	SD: Deleted due to difficulty with student accountability.	
S3.H12 SD Revised Assessment and Program Planning	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. ⁴⁴ (S3.H12.L1)	
S3.H13 SD Revised Nutrition	SD: Deleted Refer to South Dakota Health Education Standard 6	
S3.H14 SD Revised Stress Management	SD: Deleted Refer to South Dakota Health Education Standard 7	

Standard 4	Level 1	Level 2
<i>The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.</i>		
S4.H1 SD Revised Personal Responsibility	Applies effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. ⁴⁷ (S4.H1.L1)	Accepts differences between personal characteristics, idealized body images, and elite performance levels portrayed in various media. ⁴⁸ (S4.H1.L2)
S4.H2 SD Revised Rules and Etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1a) Exhibits the fundamentals of good sportsmanship. (S4.H2.L1b)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). ⁴⁹ (S4.H2.L2)
S4.H3 Working With Others	Uses communication skills and strategies that promote team/group dynamics. ⁵⁰ (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
S4.H4 SD Revised Working With Others	Solves problems and thinks critically in physical activity settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
S4.H5 SD Revised Safety	Applies best practices for participating safely in physical activity. (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5.L1)	

Standard 5	Level 1	Level 2
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.</i>		
S5.H1 SD Revised Health	Examines the health benefits of physical, mental, and social health. (S5.H1.L1)	Analyzes the health benefits of physical activity, mental health, and social interaction. (S5.H1.L2)
S5.H2 SD Revised Challenge	Fully engages in a challenging physical activity. (S5.H2.L1)	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. ⁵¹ (S5.H2.L2)
S5.H3 SD Revised Self-Expression/ Enjoyment	Selects and participates in physical activities that meet the need for self-expression and enjoyment. (S5.H3.L1)	Identifies the uniqueness of various physical activities as a means of self-expression. (S5.H3.L2)
S5.H4 SD Revised Social Interaction	Identifies the opportunity for social interaction in a self-selected physical activity. (S5.H4.L1)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity. ⁵² (S5.H4.L2)
S5.H5 SD Revised Employment	Identifies various employment/career opportunities associated with the physical education and fitness fields. (S5.H5.L1)	Analyzes how employment opportunities associated with the physical education and /fitness fields support and interrelate with other employment fields. (e.g., health care). (S5.H5.L2)

Operational Definition of Activity Categories

Recreation/Outdoor Education: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, zumba and exergaming.

Rhythmic Activity/Dance: Activities that focus on dance or rhythms and might include: ribbons, jumping, dribbling and leaping; and are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Aquatics: Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Individual Performance Activities: Might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games and Sports: Includes the games categories of invasion, net/wall, target and fielding/striking.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.