

By the end of high school, the learner will be college or career-ready as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate proficiency **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, employment opportunities, 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 or career-ready. Level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

	Level 1	Level 2	Standard Rule/purpose for change	
Standard 1: The physically literate individual demonstrates competency proficiency in a variety of motor skills and movement patterns				
S1.H1 Lifetime Activities	Demonstrates proficiency competency* and/or refines activity-specific movement skills in two or more lifetime activities (such as, outdoor education pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)	Refines activity-specific movement skills in one or more lifetime activities (such as, outdoor education pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)	#3 Match NASPE	
S1.H2 Lifetime Activities Rhythmic Activities/Dance	Demonstrates proficiency competency in rhythmic movement activity/dance. patterns/dance, jump-ropes, Parkour, Zumba, Dance, Yoga, Aerobics, (e.g.,) (S1.H2.L1)	Demonstrates creativity in rhythmic movement patterns by choreographing a dance or performing a rhythmic routine. (S1.H2.L2)	#3 clarifying language	
S1.H3 Fitness Activities	Demonstrates proficiency competency in one or more specialized skills in health-related fitness activities. (S1.H3.L1a)	Demonstrates proficient competent specialized skills in two or more health-related fitness activities. (S1.H3.L2a)	#1 clarifying differences between the two levels	
	Demonstrates target zones of health-related fitness components through participation in individual and/or team performance activities. (S1.H3.L1b)	Demonstrates threshold zones of health-related fitness components through participation in individual and/or team performance activities. (S1.H3.L2b)	#3 Cutting out redundant language and these skills are covered in S.3H.10	
S1.H4 Fitness Activities Individual/Team Performance Activities	Executes effective strategies for various individual and/or team performance activities. (S1.H4.L1)	Create and execute effective offensive and defensive strategies in at least three self-selected individual and/or team performance activities. (S1.H4.L2)	OMIT S1.H4 #3 Cutting out redundant language and these skills are covered in S.2	

	Level 1	Level 2	Standard Rule/purpose for change	
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.				
S2.H1 Movement Concepts	Applies the terminology and rules associated with exercise and participation in a variety of activities (e.g., such as: individual-performance activities, team activities, net/wall games, target games, aquatics and/or outdoor pursuits) appropriately. (S2.H1.L1)	Creates, performs, and discusses an activity relevant to historical and cultural perspectives. (S2.H1.L2)	#1 Added: "and rules" to add in clarification	
S2.H2 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., such as, 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 in game-like or performance base settings in a selected activity. (S2.H2.L2)	#1 broadening options for the learner to display	
S2.H3 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. Implements a practice plan involving steps toward improving a self-selected skill. -(S2.H3.L2)	#1 allows for learner to demonstrate Level 1	
S2.H4 Fitness Principles (FITT Formula = Frequency, Intensity, Time and Type)	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)		

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Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.				
S3.H1 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) Discusses the benefits of a physically active lifestyle as it relates to maintain a health enhancing level of lifetime physical activity and fitness. (S3.H1.L1)	Discusses the benefits of a physically active lifestyle as it relates to college/career productivity. (S3.H1.L2) Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	#2 Change made to line up with NASPE; #3 edited language	
S3.H2 Physical Activity Knowledge SD: Deleted S3.H2	Refer to South Dakota Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle. (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)	#2 Matches NASPE; not all schools across the SD offer Health Education classes	
S3.H3 Physical Activity Knowledge	Applies rates of perceived exertion and pacing. (S3.H3.L1) Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)	Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L2) Applies rates of perceived exertion and pacing. (S3.H3.L2)	#2 Change made to line up with NASPE; #3 edited language	
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. (S3.H4.L1) Investigates physical activities available in home and community to develop beneficial, healthy behaviors. (S3.H4.L1)	<i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i> Participates in physical activities available in home and community to develop beneficial, healthy behaviors. (S3.H4.L2)	#3 Clarify language	
S3.H5 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 to maintain a health enhancing level of lifetime physical activity and fitness. (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 to maintain a health enhancing level of lifetime physical activity and fitness. (S3.H5.L2)	#3 Clarify language to match NASPE	

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<p>S3.H2 S3.H6</p> <p>Physical Activity-Knowledge-Engages in Physical Activity</p> <p>SD: Deleted S3.H26</p>	<p>Participates in a self-selected lifetime activity, dance, or fitness-related activity outside school hours. (S3.H6.L1)</p>	<p>Develop a plan, train, and participate in a community event with a focus on physical activity such as, 5K, triathlon, tournament, dance, performance, cycling event. (S3.H6.L2)</p>	#2 - Meeting NASPE	
<p>S3.H7</p> <p>Fitness Knowledge</p>	<p>Demonstrate mature technique in flexibility and resistance-training machines and free weights. (S3.H7.L1)</p>	<p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)</p>	#3 word clarification	
<p>S3.H8</p> <p>Fitness Knowledge</p>	<p>Relates physiological responses to individual levels of fitness. (S3.H8.L1) Identify components of a personal fitness plan. (S3.H8.L1)</p>	<p>Identifies the different energy systems used in a selected physical activity. (e.g., adenosine-triphosphate and phosphocreatine, anaerobic-glycolysis, aerobic). (S3.H8.L2)</p>	#3 Clarify language	
<p>S3.H9</p> <p>Fitness Knowledge</p>	<p>Identifies and participates in various types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development. (e.g., strength, endurance, range of motion). (S3.H9.L1)</p>	<p>Creates and utilizes an activity plan for strength and stretching for personal fitness development. (S3.H9.L2)</p>	#3 clarifying language	
<p>S3.H10</p> <p>Fitness Knowledge</p>	<p>Calculates target heart rate and applies heart rate information to a personal fitness plan. (S3.H10.L1)</p>	<p>Adjusts pacing to keep heart rate in the target zone, using available technology (e.g. pedometer and/or heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)</p>	#3 clarifying language	
<p>S3.H11</p> <p>Assessment and Program Planning</p> <p>SD: Deleted (Due to difficulty with student accountability.)</p>			#3 Clarify language;	

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S3.H12 Assessment and Program Planning	Analyzes Research the components of health and/or skill-related fitness and design the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L1) Research the components of health and/or skill-related fitness and design the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L1)	Implements the components of health and/or skill-related fitness and design the components of skill-related fitness in relation to life and career goals, and analyze an appropriate fitness program for those goals. (S3.H12.L2)	#1 Aligned with NASPE	
S3.H13 Nutrition SD: Deleted	Refer to South Dakota Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. goal-setting skills to enhance health. Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Create a plan for before, during, and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)	#1 Aligning with NASPE	
S3.H14 Stress Management SD: Deleted	Refer to South Dakota Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk. Identifies stress management strategies, such as, mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation. (S3.H14.L1)	Applies stress management strategies, such as, mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation. (S3.14.L2)	#1 Align with NASPE	

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Standard 4: The physically literate individual exhibits responsible personal, and social, and emotional behavior that respects self, others and environment.				
S4.H1 Personal Responsibility	Applies Demonstrates effective self-management skills to analyze barriers and modify physical-activity patterns appropriately as needed- participate properly in activities in groups including various personalities, skill levels, and diverse populations . (S4.H1.L1)	Accepts differences between personal characteristics, idealized body images, and elite performance levels portrayed in various media. (S4.H1.L2)	#3 clarifying language	
S4.H2 Rules and Etiquette	Exhibits proper etiquette, respect for others, and teamwork, and fundamentals of good sportsmanship while engaging in physical activity. (S4.H2.L1a)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, sportsmanship , performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)	#3 clarification of language	
	Exhibits the fundamentals of good sportsmanship. (S4.H2.L1b)			
S4.H3 Working With Others	Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)	#3 clarifying language	
S4.H4 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 Safety	Applies Identify best practices for participating safely in physical activity. (e.g., such as, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	If the outcome was not achieved in Level 1, it should be a focus in Level 2. Applies best practices for participating safely in physical activity, such as, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection. (S4.H5.L2)	#1 adds key knowledge and skills students should demonstrate by the end of the year.	

	Level 1	Level 2	Standard Rule/purpose for change	
Standard 5: The physically literate individual recognizes the lifelong value of physical activity for health and wellness. ,enjoyment, challenge, self-expression, employment opportunities and social interaction.				
S5.H1 Health	Examines the health benefits of physical, mental, and social health. (S5.H1.L1)	Analyzes and predicts the health benefits of physical activity, mental health, and social interaction into adulthood . (S5.H1.L2)	#3 language clarification	
S5.H2 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. (S5.H2.L2)		
S5.H3 Self-Expression and 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 Social Interaction	Identifies the opportunity for social interaction in a self-selected variety of physical activity activities . (S5.H4.L1)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity. Implements positive social interactions and social support in a variety of physical activities. (S5.H4.L2)	#3 language clarification	
S5.H5 Employment	Identifies various employment and 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., such as, health care, fitness facility, sports facility, education, coaching and referring). (S5.H5.L2)	#3 clarifying language; group kept this standard to help promote the profession of wellness, and physical education	