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Standards and Grade-level Outcomes for K-12 Physical Education

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South Dakota Standards and Grade-level Outcomes for K-12 Physical Education

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The full document of the *South Dakota Standards and Grade-level Outcomes for K-12 Physical Education* is available, free of charge, online at http://doe.sd.gov/ or at http://goodandhealthysd.org/schools/ or in printed copy through the School Health program in the South Dakota Department of Education.

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South Dakota Departments of Education and Health

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SHAPE America is the largest organization of professionals involved in physical education, physical activity, dance, school health and sport--all specialties related to achieving an active, healthy lifestyle. Its mission is to advance professional practice and promote research related to health and physical education, physical activity, dance and sport by providing its members with a comprehensive and coordinated array of resources, support and programs to help practitioners improve their skills to further the health and well-being of the American public.

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Introduction

Background: National Standards for K-12 Physical Education

In August 2011, the National Association for Sport and Physical Education (NASPE) established a national task force to begin work on a curriculum framework for physical education based on the national standards for K-12 physical education. Because the national standards for K-12 physical education were up for review on NASPE's periodic review cycle, the task force was also charged with leading the national standards for K-12 physical education review and revision.

The task force spent a great deal of time reviewing the literature and examining curriculum frameworks from other countries, states and content areas. The task force used this research to inform revisions to the national standards for K-12 physical education and to develop grade-level outcomes for curriculum framework. Key findings from the literature include:

- Several factors influence levels of student engagement, including perceived competence, activity choice, and cognitive demand of the task.
- Motor skill competency is the underlying mechanism that promotes engagement in physical activity and adequate health-related fitness through adulthood.
- Intrinsic motivation is increased if students can choose the activity (autonomy), master the activity (competency), and participate in a supportive environment (relatedness).
- Competitive, full-sided games appeal mainly to boys and highly skilled girls, other students are often passive participants.
- After age 14, there is a significant decline in physical activity for all students, particularly for girls.

As a result of these findings, the task force developed grade-level outcomes that will lead to competency, particularly in fundamental motor skills; address the needs of less skilled students through a mastery-oriented environment, and that de-emphasize full-sided games and competitive activities. In addition, the national task force sought to ensure that:

- the standards reflect the content we teach and what we expect students to learn;
- the standards and grade-level outcomes are measureable;
- the grade-level outcomes are comprehensive and developmentally appropriate across the grade levels;
- the standards parallel common core standards language/structure;
- materials are produced in formats that serve practitioners effectively.

After being subjected to several member reviews (May 2012, November 2012, and February 2013) as well as targeted reviews by groups with specific expertise in physical education, the (new) *National Standards and Grade-level Outcomes for K-12 Physical Education* were released in 2013.

Background: South Dakota Standards for K-12 Physical Education

The last review of the *South Dakota Standards* for *K-12 Physical Education* (SDSPE) was conducted in 2000 with the development of the *South Dakota Physical Education Course Standards for High School Graduation* to follow in 2006.

Following NASPE's lead, in 2014 the SDSPE were reviewed and revised using the newly released *National Standards and Grade-level Outcomes for K-12 Physical Education* as a model.

The School Health program in the South Dakota Department of Education (SD DOE) lead the review and revision process, which included the selection of committee members to develop the SDSPE. The SDSPE committee consisted of teachers from the elementary through post-secondary levels as well as individuals from outside agencies with an interest in physical activity and fitness.

The SDSPE, which were approved by the South Dakota Board of Education in September 2014, include student outcomes (what students should know and be able to do) in each grade from kindergarten through grades 8, and for two grade levels at high school. The standards reflect the following ideas:

> ***Elementary Level*** – the focus is on fundamental motor skills as the foundation for movement competency.
> ***Middle School Level*** - the focus is on application of fundamental motor skills and improving the balance of activities to retain interest of all students.
> ***High School Level*** – the focus is on fitness/wellness, lifetime activities and personal choice.

While the standards identify what knowledge and skills students should know and be able to do, they leave precisely how this is to be accomplished to teachers and other local specialist who formulate, deliver, and evaluate curricula. The SDSPE are designed to provide a framework for curriculum, instruction, and assessment practices.

The revision of the SDSPE makes a number of important contributions to the potential for the delivery of improved physical education across the state. Implementation of the SDSPE with a commitment to providing qualified teachers, adequate instructional time, and increased

linkages to other school curricular areas significantly increases the likelihood that schools will provide high-quality physical education instruction to all young people.

The intention of this document is for it to become an essential resource for physical educators, both new and experienced, in creating and enhancing high-quality programs that promote student learning.

Acknowledgements

The creation of the *South Dakota Standards and Grade-level Outcomes for K-12 Physical Education* would not have been possible without the support and efforts of many individuals. A special thank you is extended to:

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The Goal of Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, health and skill related fitness, and confidence to enjoy a lifetime of healthful physical activity. A physically literate individual is someone who exhibits responsible personal and social behaviors that respects self, others, and environment.

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 of and the benefits from 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.

The South Dakota Standards for K-12 Physical Education

The SDSPE broadly and collectively articulate what students should know and be able to do to become a physically literate individual. The SDSPE are:

Standard 1: The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance 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, others, and environment.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities, and social interaction.

Note: The standards are not prioritized in a particular order.

South Dakota Standards for K-12 Physical Education

THE GOAL

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.

THE STANDARDS

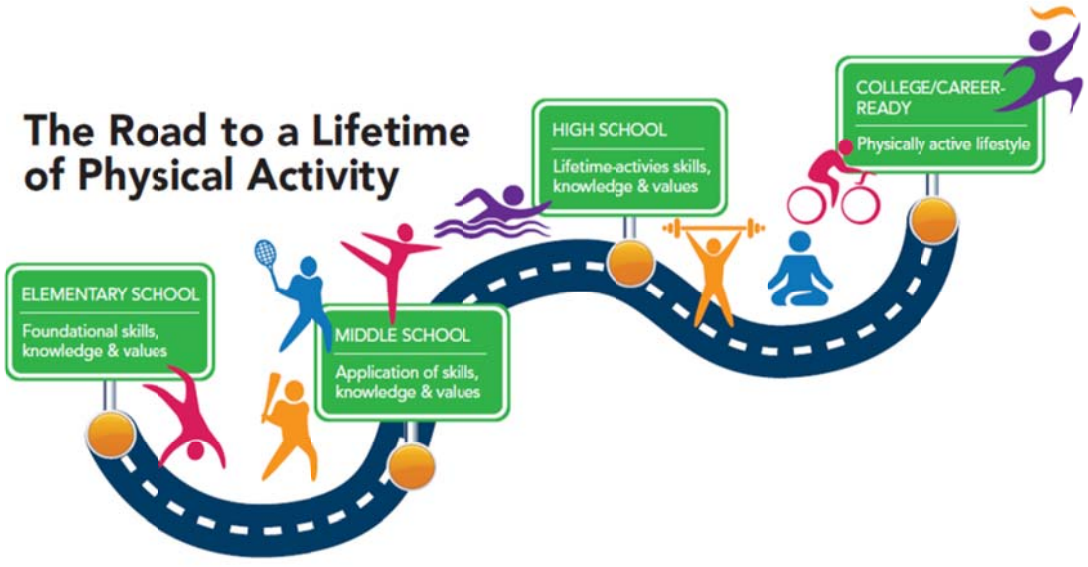
Standard 1. The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance 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, others and environment.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.



Reading the Grade-level Outcomes for K-12 Physical Education

The SDSPE and grade-level outcomes are organized and displayed as follows:

- by grade span;
- with the each of the 5 physical education standards listed for that grade span;
- with a chart listing the grade-level outcomes for each of the 5 physical education standards in that grade span;
- with each of the 5 physical education standards and the grade-level outcomes for that standard assigned a specific color;
- with a label to indicate a national grade-level outcome was revised to be South Dakota specific ("SD Revised").

The Grade Spans

The SDSPE include student outcomes (what students should know and be able to do) for the following grade spans:

- Kindergarten through grade 5;
- Grades 6 through 8; and
- Two levels at high school.

The Color Codes

Each of the 5 physical education standards and the grade-level outcomes for that standard are assigned a specific color so as to simplify finding a specific standard and the grade-level outcomes for that standard throughout the document.

Standard 1 =

Standard 2 =

Standard 3 =

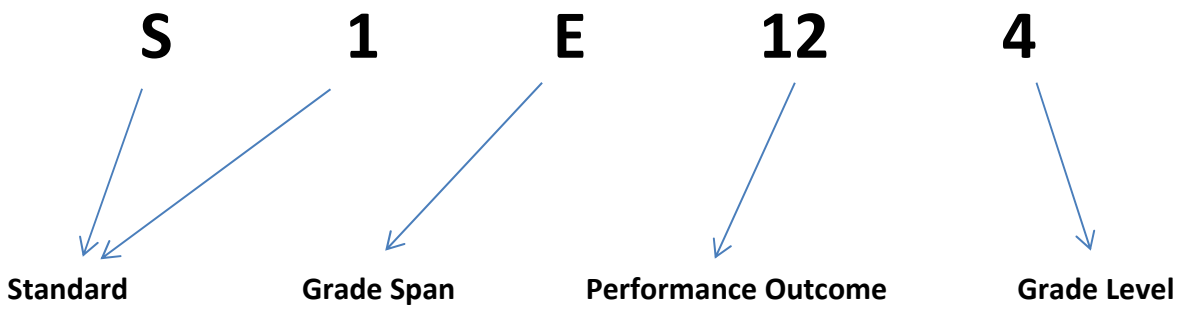
Standard 4 =

Standard 5 =

Guide to the Number and Symbol System

The SDSPE are coded to cross-reference the Grade Span, the Performance Outcome, and the Grade Level.

Example: S1.E12.4
Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus.



Elementary School Outcomes (K – Grade 5)

By the end of Grade 5, the learner will demonstrate proficiency in fundamental motor skills and selected combinations of skills; use basic movement concepts in rhythmic activity/dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.

***Swimming skills and water safety activities should be taught if facilities permit.*

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.						
S1.E1 **SD Revised** **Locomotor** Hopping Galloping Running Sliding Skipping Leaping	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, runs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E2 **SD Revised** **Locomotor** Running: Jog vs Sprint			Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
S1.E3 **Locomotor** Jumping and Landing: *Horizontal*	Performs jumping/landing actions with balance. (S1.E3.K)	Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. Two feet must be used in either take-off or landing. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)	Combines jumping and landing patterns with locomotors and manipulative skills in dance, gymnastics and small-sided practice tasks/games environments. (S1.E3.5)
S1.E4 **Locomotor** Jumping and Landing: *Vertical*		Demonstrates two of the five critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates four of the five critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
S1.E5 **Locomotor** Rhythmic Activity/Dance	Performs locomotor skills in response to teacher-led creative rhythmic activity/dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed rhythmic activity/dance. (S1.E5.1)	Performs a teacher/student-designed rhythmic activity/dance with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate rhythmic activity/dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original rhythmic activity/dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E6 **Locomotor** Combinations				Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Applies skill. Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks at various speeds. (S1.E6.5)
S1.E7 **Non-locomotor* (Stability)** Balance	Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position with stillness and supportive base. (S1.E7.2b)	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
S1.E8 **Non-locomotor* (Stability)** Weight Transfer		Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balances and/or travel. (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E9 **Non-locomotor* (Stability)** Weight Transfer, Rolling	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape and regains vertical posture. (S1.E9.2)	Applies skills.	Applies skills.	Applies skills.
S1.E10 **Non-locomotor* (Stability)** Curling and Stretching; Twisting and Bending	Contrasts the actions of curling and stretching. (S1.E10.K)	Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)	Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)	Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)	Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)	Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks in game environments. (S1.E10.5)
S1.E11 **Non-locomotor** Combinations			Combines balances and transfers into a three-part sequence (e.g., dance, gymnastics). (S1.E11.2)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)	Combines locomotor and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E12 **SD Revised** **Non-locomotor** Balance and Weight Transfers				Combines balance and weight transfers with movement concepts to create and perform a movement pattern. (S1.E12.3)	Combines traveling with balance and weight transfers to create a movement sequence with and without equipment or apparatus. (S1.E12.4)	Combines actions, balances and weight transfers to create a movement sequence with a partner on equipment or apparatus. (S1.E12.5)
S1.E13 **SD Revised** **Manipulative** Underhand Throw	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand, demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Applies skill. Throws underhand to a partner or target with reasonable force and accuracy. (S1.E13.4)	Throws (underhand and overhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a) Throws (both underhand and overhand) to a large target with accuracy. (S1.E13.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E14 **SD Revised** **Manipulative** Overhand Throw			Throws overhand demonstrating two of the five critical elements of a mature pattern. (S1.E14.2)	Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3)	Throws overhand using a mature pattern in non-dynamic environments. (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Applies skills.
S1.E15 **Manipulative** Passing With Hands					Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E16 **SD Revised** **Manipulative** Catching	Drops a ball and catches* it before it bounces twice. (S1.E16.Ka) Catches a large ball tossed by a skilled thrower. (S1.E16.Kb) *K and 1 catch includes cradling/trapping.	Catches* a soft object from a self-toss before it bounces. (S1.E16.1a) Catches various sizes of balls self-tossed/tossed by a skilled thrower. (S1.E16.1b) *K and 1 catch includes cradling/trapping.	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)	Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.3)	Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)	Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.5a) Catches with reasonable accuracy in one-on-one practice tasks. (S1.E16.5b) Catches with consistent control with both partners moving in dynamic, small-sided practice tasks. (S1.E16.5c)
S1.E17 **SD Revised** **Manipulative** Dribbling/Ball Control With Hands	Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)	Dribbles continuously in self-space using the dominant hand. (S1.E17.1)	Dribbles in self-space with dominant hand demonstrating a mature pattern. (S1.E17.2a) Dribbles using the dominant hand while walking in general space. (S1.E17.2b)	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)	Dribbles in self-space with both the dominant and the non-dominant hand using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)	Combines hand dribbling with other skills during moving. (S1.E17.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E18 **Manipulative** Dribbling/Ball Control With Feet	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps/dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)
S1.E19 **Manipulative** Passing and Receiving With Feet				Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)	Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. (S1.E19.4a) Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b)	Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a) Receives a pass with the feet, using a mature pattern, as both partners travel. (S1.E19.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E20 **Manipulative** Dribbling In Combination					Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)
S1.E21 **Manipulative** Kicking	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)	Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern. (S1.E21.2)	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a) Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)	Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
S1.E22 **SD Revised** **Manipulative** Volley, Underhand/ Overhead	Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2)	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating three of the five critical elements of a mature pattern. (S1.E22.3)	Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern. (S1.E23.4)	Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E23 **Manipulative** Volley, Overhead	SD: Deleted Integrated into S1.E22					
S1.E24 **SD Revised** **Manipulative** Striking, Short Implement	Strikes a lightweight object with a paddle or short-handled implement. (S1.E24.K)	Strikes a ball with a short-handled implement, sending it in a variety of directions. (S1.E24.1)	Strikes an object in a variety of directions with a short-handled implement, using consecutive hits. (S1.E24.2)	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a) Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b)	Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a) Strikes an object with a short- handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)
S1.E25 **SD Revised** **Manipulative** Striking, Long Implement			Strikes an object off a tee or cone with an implement, using correct grip and side-orientation/proper body orientation. (S1.E25.2)	Strikes an object with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). (S1.E25.3)	Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket), while demon-strating three of the five critical elements of a mature pattern for the implement. (S1.E25.4)	Strikes a pitched ball with a bat using a mature pattern. (S1E25.5a) Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E26 **Manipulative** In Combination With Locomotor	SD: Deleted Due to redundancy to S1.E16					
S1.E27 **SD Revised** **Manipulative** Jumping Rope	Executes a single jump with self-turned rope. (S1.E27.Ka) Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)	Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a) Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)	Executes a single jump with self-turned rope with a mature pattern. (S1.E27.2a) Jumps a long rope five times consecutively with student turners. (S1.E27.2b)	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes. (S1.E27.3)	Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)

*Nonlocomotor (stability)

Teachers must use differential instructions and developmentally appropriate practice task for individual learners when presenting transfers of weight from feet to other body parts.

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.						
S2.E1 **SD Revised** **Movement Concepts/Motor Planning** Space/Location Direction Extensions	Differentiates between movement in space/location, direction, and extensions. (S2.E1.Ka) Moves in personal space to a rhythm/beat. (S2.E1.Kb)	Moves in self-space and general space in response to designated rhythms/beats. (S2.E1.1)	Combines locomotor skills in general space to a rhythm/beat. (S2.E1.2)	Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Applies skill concepts in spaces to combination skills involving traveling, (e.g., dribbling and traveling). (S2.E1.4a) Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) Dribbles in general space with changes in direction and speed. (S2.E1.4c)	Combines spatial concepts with locomotor and nonlocomotor movements for small groups (e.g., gymnastics, dance and game environments). (S2.E1.5)
S2.E2 **SD Revised** **Movement Concepts/Motor Planning** Pathways Levels	Travels in three different pathways. (S2.E2.K)	Travels in different levels or pathways. (S2.E2.1a) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)	Combines levels and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)	Utilizes levels and pathways during locomotor skills specific to a wide variety of physical activities. (S2.E2.3)	Combines movement concepts with skills in small-sided practice physical activities. (S2.E2.4)	Combines movement concepts with skills in a variety of physical activities. (S2.E2.5)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S2.E3 **SD Revised** **Effort Concepts** Time Force Flow	Travels in space with time, force, and flow. (S2.E3.K)	Differentiates between fast and slow speeds. (S2.E3.1a) Differentiates between strong and light force. (S2.E3.1b)	Varies time and force with gradual increases and decreases. (S2.E3.2)	Combines movement concepts with effort concepts. (S2.E3.3)	Applies the movement concepts with effort concepts and locomotor or manipulative concepts. (S2.E3.4a) Applies effort concepts when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)	Applies movement and effort concepts to strategy in game situations. (S2.E3.5a) Applies effort concepts to strike an object with a long-handled implement. (S2.E3.5b) Analyzes movement situations and applies effort concepts in small-sided practice task/game environments, rhythmic activity/dance and gymnastics. (S2.E3.5c)
S2.E4 Alignment and Muscular Tension	SD: Deleted S2.E4 *Alignment and Muscular Tension* Renamed it: *Relationship Concept*					

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S2.E4 **SD Revised** **Relationship Concepts** Self People Objects	Demonstrates traveling in proximity to self, other people, and other objects safely. (S2.E4.K)	Demonstrates relationship concepts in movement patterns. (S2.E4.1)	Utilizes relationship concepts in small groups. (S2.E4.2)	Utilizes relationship concepts in large groups. (S2.E4.3)	Applies simply strategies/tactics to relationship concepts in small-sided physical activities. (S2.E4.4)	Applies relationship concepts to strategies/tactics in complex physical activities. (S2.E4.5)
S2.E5 **Movements Concepts** Strategies and Tactics	SD: Added and imbedded S2.E5 into S2.E3					
S2.E6 **SD Revised** **Fitness Principles** (FITT Formula = Frequency, Intensity, Time, Type)	Recognizes technology or other resources that affect fitness. (S2.E6.K)	Identifies technology or other resource components that increase or decrease fitness. (S2.E6.1)	Utilizes technology or other resources to enhance experiences in fitness (S2.E6.2)	Acknowledges technology or other resources can be utilized to gather information about fitness. (S2.E6.3)	Uses technology or other resources to recognize different levels of fitness. (S2.E6.4)	Applies technology or other resources which can be used to determine the FITT principle. (S2.E6.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.						
S3.E1 **SD Revised** **Physical Activity Knowledge**	Identifies active play opportunities outside physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)	Identifies physical activity benefits as a way to become healthier. (S3.E1.3)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
S3.E2 **SD Revised** **Engages In Physical Activity**	Participates in physical education class in response to instruction and practice. (S3.E2.K)	Actively participates in physical education class in response to instruction and practice. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	Engages in the activities of physical education class with teacher guidance. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
S3.E3 **Fitness Knowledge**	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise/play and physical activity. (Se.E3.1)	Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength. (S3.E3.2a) Identifies physical activities that contribute to fitness. (S3.E3.2b)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. (S3.E3.4)	Differentiates between skill-related and health-related fitness. (S3.E3.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E4 **Fitness Knowledge**				Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)
S3.E5 **Assessment and Program Planning**				Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre- and post-). (S3.E5.4a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health. (S3.E5.5a) Designs a fitness plan, with teacher assistance, to address ways to use physical activity to enhance fitness. (S3.E5.5b)
S3.E6 **Nutrition**	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the "good health balance" of good nutrition with physical activity. (S3.E6.2)	Identifies foods that are beneficial for pre- and post-physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)
S3.E7 **SD Revised** **Stress Management**				Identify what stress is. (S3.E7.3)	Discuss what types of situations cause stress. (S3.E7.4)	Analyze the impact that stress has on the brain and the body. (S3.E7.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.						
S4.E1 **Personal Responsibility**	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
S4.E2 **SD Revised** **Personal Responsibility**	Acknowledges responsibility for behavior when prompted. (S4.E2.Ka) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.Kb)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.1a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.1b)	Participates independently for extended periods of time. (S4.E2.2a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.2b)	Reflects on personal social behavior in physical activity. (S4.E2.3a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.3b)	Resolves conflicts in a socially acceptable manner. (S4.E2.4a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.4b)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.5b)
S4.E3 **SD Revised** **Accepting Feedback**	Listens respectfully to general feedback from the teacher. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective teacher feedback. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E4 **SD Revised** **Working With Others**	Shares equipment and space with others. (S4.E4.Ka) Recognizes and understands individual uniqueness and diversity. (S4.E4.Kb)	Works independently with others in partner environments. (S4.E4.1a) Recognizes and understands individual uniqueness and diversity. (S4.E4.1b)	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.2a) Recognizes and understands individual uniqueness and diversity. (S4.E4.2b)	Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b) Recognizes and understands individual uniqueness and diversity. (S4.E4.3c)	Praises the movement performance of others both more- and less-skilled. (S4.E4.4a) Accepts "players" of all skill levels into the physical activity. (S4.E4.4b) Recognizes and understands individual uniqueness and diversity. (S4.E4.4c)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5a) Recognizes and understands individual uniqueness and diversity. (S4.E4.5b)
S4.E5 **SD Revised** **Rules and Etiquette**	Recognizes the established protocol for class activities. (S4.E5.Ka) Recognizes the fundamentals of good sportsmanship. (S4.E5.Kb)	Exhibits the established protocols for class activities. (S4.E5.1a) Exhibits the fundamentals of good sportsmanship. (S4.E5.1b)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2a) Exhibits the fundamentals of good sportsmanship. (S4.E5.2b)	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3a) Exhibits the fundamentals of good sportsmanship. (S4.E5.3b)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4a) Exhibits the fundamentals of good sportsmanship. (S4.E5.4b)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5a) Exhibits the fundamentals of good sportsmanship. (S4.E5.5b)
S4.E6 **SD Revised** **Safety**	Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.1)	Works independently and safely with equipment with teacher reminders. (S4.E6.2)	Works independently and safely with equipment with minimal teacher reminders. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.						
S5.E1 **SD Revised** **Health**	Recognizes that physical activity is important for a healthy lifestyle and for brain health. (S5.E1.K)	Identifies physical activity as a component of a healthy lifestyle and for brain health. (S5.E1.1)	Recognizes and values the balance between physical activity and nutrition for a healthy lifestyle and for brain health. (S5.E1.2)	Discusses the relationship between physical activity, healthy lifestyle, and brain health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in various physical activities. (S5.E1.5)
S5.E2 **SD Revised** **Challenge**	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenges and/or difficulties in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2.)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Recognizes the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (e.g., written essay, visual art, dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
S5.E3 **SD Revised** **Self-Expression/ Enjoyment**	Identifies physical activities that are enjoyable. (S5.E3.Ka) Demonstrates the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Discusses personal reasons for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environment). (S5.E3.2)	Reflects on the reasons for enjoying various physical activities. (S5.E3.3)	Recognizes the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S5.E4 **SD Revised** **Social Interaction**	Reflects on the positive social interactions that come when engaged with others in physical activity (S5.E4.K)	Recognizes the positive social interactions that come when engaged with others in physical activity. (S5.E4.1)	Identifies the positive social interactions that come when engaged with others in physical activity. (S5.E4.2)	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

Middle School Outcomes (Grades 6 – 8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate a mature level of fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

Standard 1	Grade 6	Grade 7	Grade 8
The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.			
S1.M1 **SD Revised** **Rhythmic Activities/Dance**	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits consistent effective use of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
S1.M2 **SD Revised** **Games and Sports** **Invasion Games** Throwing	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.7)	Throws with a mature pattern strategically appropriate to the activity. (S1.M2.8)
S1.M3 **Games and Sports** **Invasion Games** Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
S1.M4 **SD Revised** **Games and Sports** **Invasion Games** Passing and Receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in varying practice tasks. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in small sided invasion games. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in small sided invasion games. (S1.M4.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M5 **SD Revised**	SD: Deleted Integrated into S1.M2 and S1.M3		
S1.M6 **Games and Sports** **Invasion Games** Offensive Skills	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
S1.M7 **Games and Sports** **Invasion Games** Offensive Skills	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
S1.M8 **Games and Sports** **Invasion Games** Dribbling/Ball Control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play. (S1.M8.8)
S1.M9 **Games and Sports** **Invasion Games** Dribbling/Ball Control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
S1.M10 **SD Revised** **Games and Sports** **Invasion Games** Shooting On Goal	Shoots on goal with correct technique in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with correct technique and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement with controlled technique and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M11 **SD Revised** **Games and Sports** **Invasion Games** Defensive Skills	Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in any directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
S1.M12 **SD Revised** **Games and Sports** **Net/Wall Games** Serving	Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, pickleball). (S1.M12.6)	Executes consistently a legal serve to a predetermined target for net/wall games (e.g., badminton, volleyball, pickleball). (S1.M12.7)	Executes consistently a legal serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, pickleball). (S1.M12.8)
S1.M13 **SD Revised** **Games and Sports** **Net/Wall Games** Striking	Strikes, with a mature overhand pattern, in a non-dynamic environment for net/wall games (e.g., volleyball, handball, badminton, tennis). (S1.M13.6)	Strikes, with a mature overhand pattern, in a dynamic environment for net/wall games (e.g., volleyball, handball, badminton, tennis). (S1.M13.7)	Strikes, with a mature overhand pattern, in a modified game for net/wall games (e.g., volleyball, handball, badminton, tennis). (S1.M13.8)
S1.M14 **Games and Sports** **Net/Wall Games** Forehand/Backhand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games (e.g., paddleball, pickleball, short-handled racket tennis). (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games (e.g., badminton, tennis). (S1.M14.7)	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games (e.g., pickleball, tennis, badminton, paddle ball). (S1.M14.8)
S1.M15 **Games and Sports** **Net/Wall Games** Weight Transfer	Transfers weight with correct timing for the striking pattern. (S1.M15.6)	Transfers weight with correct timing using a low to high striking pattern with a short-handled implement on the forehand side. (S1.M15.7)	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M16 **Games and Sports** **Net/Wall Games** Volley	Forehand volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand and backhand volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
S1.M17 **Games and Sports** **Net/Wall Games** Two-Hand Volley	Two-hand volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
S1.M18 **SD Revised** **Games and Sports** **Target Games** Underhand Throw	Executes consistently a mature underhand pattern for target games (e.g., bowling, bocci, horseshoes). (S1.M18.6)	Performs consistently a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bocci, horseshoes). (S1.M18.7)	Applies consistently a mature underhand pattern with accuracy and control in more than one target game (e.g., bowling, bocci, horseshoes). (S1.M18.8)
S1.M19 **Games and Sports** **Target Games** Striking	Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, golf). (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities (e.g., croquet, shuffleboard, golf). (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities (e.g., croquet, shuffleboard, golf). (S1.M19.8)
S1.M20 **Games and Sports** **Fielding/Striking Games** Striking	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M21 **Games and Sports** **Fielding/Striking Games** Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks. (S1.M21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
S1.M22 **Games and Sports** **Outdoor Education** (See end of section for examples.)	Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. (S1.M22.8)
S1.M23 **Aquatics**	*Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.*		
S1.M24 **SD Revised** **Individual-Performance Activities** (See end of section for examples)	Demonstrates correct technique for basic skills in one self-selected individual-performance activity. (S1.M24.6a) Demonstrates age-appropriate target zones for three of the five health-related fitness components. (S1.M24.6b)	Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity. (S1.M24.7a) Demonstrate age-appropriate target zones for each of the health-related fitness components. (S1.M24.7b)	Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities. (S1.M24.8a) Demonstrate age-appropriate threshold zones for one and target zone for the remaining four health-related fitness components. (S1.M24.8b)

Standard 2	Grade 6	Grade 7	Grade 8
The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.			
S2.M1 **SD Revised** **Games and Sports** **Invasion (Tactical) Games** Creating Space With Movement	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
S2.M2 **SD Revised** **Games and Sports** **Invasion (Tactical) Games** Creating Space With Offensive Tactics	Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)	Executes various offensive tactics to create open space (e.g., uses a variety of passes, pivots and fakes; give and go). (S2.M2.7)	Executes several of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)
S2.M3 **SD Revised** **Games and Sports** **Invasion (Tactical) Games** Creating Space Using Width and Length	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Executes various offensive tactics to create open space (e.g., uses a variety of passes, pivots and fakes; give and go). (S2.M3.7)	Creates offense tactics in dynamic activities (e.g., cutting and passing quickly, and using fakes off the ball). (S2.M3.8)
S2.M4 **SD Revised** **Games and Sports** **Invasion (Tactical) Games** Reducing Space By Changing Size and Shape	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8)

Standard 2	Grade 6	Grade 7	Grade 8
S2.M5 **SD Revised** **Games and Sports** **Invasion (Tactical) Games** Reducing Space Using Denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
S2.M6 **SD Revised** **Games and Sports** **Invasion (Tactical) Games** Transitions	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
S2.M7 **Games and Sports** **Net/Wall Games** Creating Space Through Variation	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net/wall games with a long-handled implement by varying force, direction and moving opponent from side to side. (S2.M7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent side to side and/or forward and back. (S2.M7.8)
S2.M8 **Games and Sports** **Net/Wall Games** Using Tactics and Shots	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
S2.M9 **Games and Sports** **Target Games** Shot Selection	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)

Standard 2	Grade 6	Grade 7	Grade 8
S2.M10 **Games and Sports** **Fielding/Striking Games** Offensive Strategies	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)
S2.M11 **Games and Sports** **Fielding/Striking Games** Reducing Space	Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)
S2.M12 **SD Revised** **Individual Performance Activities, Rhythmic Activity/Dance** Movement Concepts	Varies application of force during various activities. (S2.M12.6)	Identifies Newton's laws of motion to various activities. (S2.M12.7)	Apply and incorporate Newton's laws of motion to various activities. (S2.M12.8)
S2.M13 **SD Revised** **Recreation/Outdoor Education**	Identify and use appropriate equipment or technology for a variety of activities. (S2.M13.6)	Demonstrate appropriate skills and use of equipment for a variety of activities. (S2.M13.7)	Implements safe protocols in a variety of activities. (S2.M13.8)
S2.M14 **SD Revised** **Fitness Principles** (FITT Formula = Frequency, Intensity, Time, Type)	Utilize the basics of the FITT Principles in a variety of activities. (S2.M14.6)	Determine FITT components achieved during a variety of activities. (S2.M14.7)	Analyze and establish personal FITT Principles goals. (S2.M14.8)

Standard 3	Grade 6	Grade 7	Grade 8
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.M1 **Physical Activity Knowledge**	Describes how being physically active leads to a healthy body. (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the five 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. (S3.M1.8)
S3.M2 **SD Revised** **Engages In Physical Activity**	SD: Deleted S3.M2		
S3.M3 **SD Revised** **Engages In Physical Activity**	Participates in a variety of cardiovascular, muscular strength, muscular endurance and flexibility activities with teacher direction. (S3.M3.6)	Chooses to participate in a variety of cardiovascular, muscular strength, muscular endurance and flexibility activities with teacher guidance. (S3.M3.7)	Participates in a variety of self-selected cardiovascular, muscular strength, muscular endurance and flexibility activities. (S3.M3.8)
S3.M4 **SD Revised** **Engages In Physical Activity**	Participates in a variety of aerobic and strength activities using technology. (S3.M4.6)	Actively engages in a variety of aerobic and strength activities using technology. (S3.M4.7)	Actively participates in and analyzes a variety of self chosen aerobic and strength activities using technology. (S3.M4.8)
S3.M5 **SD Revised** **Engages In Physical Activity**	Participates in a variety of lifetime recreational individual, dual, and team activities. (S3.M5.6)	Participates in and analyzes a variety of lifetime recreational individual, dual, and team activities. (S3.M5.7)	Participates in a variety of self-selected lifetime recreational individual, dual, and team activities. (S3.M5.8)
S3.M6 **SD Revised**	SD: Deleted S3.M6 Integrated into S3.M11		

Standard 3	Grade 6	Grade 7	Grade 8
S3.M7 **Fitness Knowledge**	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness. (S3.M7.7)	Compares and contrasts health-related fitness components. (S3.M7.8)
S3.M8 **Fitness Knowledge**	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)
S3.M9 **SD Revised** **Fitness Knowledge**	Employs correct techniques and methods of stretching. (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)	Employs a variety of appropriate static and dynamic stretching techniques for all major muscle groups. (S3.M9.8)
S3.M10 **SD Revised** **Fitness Knowledge**	Differentiates between aerobic and anaerobic capacity, and muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describe the importance of proper movement and movement patterns for the prevention of injury. (S3.M10.8)
S3.M11 **Fitness Knowledge**	Identifies each of the components of the overload principle (FITT formula) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)	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. (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M11.8)
S3.M12 **Fitness Knowledge**	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13 **SD Revised** **Fitness Knowledge**	Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and perceived exertion. (S3.M13.6)	Defines how perceived exertion can be used to determine work effort or intensity of exercise. (S3.M13.7)	Defines how perceived exertion can be used to adjust workout intensity during physical activity. (S3.M13.8)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M14 **Fitness Knowledge**	Identifies major muscles used in selected physical activities. (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)
S3.M15 **SD Revised** **Assessment and Program Planning**	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment with teacher assistance. (S3.M15.6)	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
S3.M16 **Assessment and Program Planning**	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)
S3.M17 **Nutrition**	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. (S3.M17.6)	Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)
S3.M18 **Stress Management**	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi. (S3.M18.8)

Standard 4	Grade 6	Grade 7	Grade 8
The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.			
S4.M1 **SD Revised** **Personal Responsibility**	Exhibits responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness while supporting the efforts of others. (S4.M1.8)
S4.M2 **Personal Responsibility**	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
S4.M3 **Accepting Feedback**	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and appropriate feedback to peers without prompting from the teacher. (S4.M3.8)
S4.M4 **Working With Others**	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
S4.M5 **SD Revised** **Working With Others**	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates and distributes leadership responsibilities with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)

Standard 4	Grade 6	Grade 7	Grade 8
S4.M6 **SD Revised** **Rules and Etiquette**	Identifies the rules and etiquette for physical activities/games. (S4.M6.6a) Exhibits the fundamentals of good sportsmanship. (S4.M6.6b)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance. (S4.M6.7a) Exhibits the fundamentals of good sportsmanship. (S4.M6.7b)	Applies rules and etiquette by acting as an official for modified physical activities/games and/or creating dance routines within a given set of parameters. (S4.M6.8a) Exhibits the fundamentals of good sportsmanship. (S4.M6.8b)
S4.M7 **Safety**	Uses physical activity and fitness equipment appropriately and safely, with minimal teacher's guidance. (S1.M7.6)	Independently uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)

Standard 5	Grade 6	Grade 7	Grade 8
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.			
S5.M1 **SD Revised** **Health**	Describes how being physically active leads to a healthy brain and body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive impact on overall physical and mental health. (S5.M1.7)	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2 **SD Revised** **Health**	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering benefits of being physically active. (S5.M2.8)
S5.M3 **SD Revised** **Challenge**	Recognizes individual challenges and copes in a positive way. (e.g., extending effort, asking for help or feedback and/or modifying the tasks.) (S5.M3.6)	Generates positive strategies (e.g., offering suggestions or assistance, leading or following others) and providing possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
S5.M4 **SD Revised** **Self-Expression and Enjoyment**	Describes how moving proficiently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
S5.M5 **Self-Expression and Enjoyment**	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
S5.M6 **Social Interaction**	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

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 and 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.

High School Outcomes (Grades 9 – 12)

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 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.

Standard 1	**Level 1**	**Level 2**
The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.		
S1.H1 **SD Revised** **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). (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). (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 and/or 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 and/or team performance activities. (S1.H3.L2b)

Standard 1	Level 1	Level 2
S1.H4 **SD Revised** **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)

Standard 2	Level 1	Level 2
The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.		
S2.H1 **SD Revised** **Movement Concepts**	Applies the terminology associated with exercise and participation in a variety of activities. (e.g., 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)
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** (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)

Standard 3	Level 1	Level 2
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
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: *Students will demonstrate the ability to access valid information and products and services to enhance health.*	
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. (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. (S3.H4.L1)	*If the outcome was not achieved in Level 1, it should be a focus in Level 2.*
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. (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. (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., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (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, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)	Creates and utilizes an activity plan for strength and stretching for personal fitness development. (S3.H9.L2)
S3.H10 **Fitness Knowledge**	Calculates target heart rate and applies heart rate information to a 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. (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. (S3.H12.L1)	
S3.H13 **SD Revised** **Nutrition**	SD: Deleted Refer to South Dakota Health Education Standard 6: *Students will demonstrate the ability to use **goal-setting** skills to enhance health*.	
S3.H14 **SD Revised** **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.*	

Standard 4	Level 1	Level 2
The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.		
S4.H1 **SD Revised** **Personal Responsibility**	Applies effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. (S4.H1.L1)	Accepts differences between personal characteristics, idealized body images, and elite performance levels portrayed in various media. (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). (S4.H2.L2)
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)
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)	*If the outcome was not achieved in Level 1, it should be a focus in Level 2.*

Standard 5	Level 1	Level 2
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.		
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. (S5.H2.L2)
S5.H3 **SD Revised** **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 **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. (S5.H4.L2)
S5.H5 **SD Revised** **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., 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 and 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.

Note: Invasion and fielding/striking games have been excluded from the high school outcomes because these activities require team participation and less suited to lifelong participation.

SHAPE America Resources for Teaching to the Standards and Grade-level Outcomes for K-12 Physical Education

The Society of Health and Physical Education (SHAPE America) offers numerous resources to assist practitioners with appropriate instructional practices as well as with developing standards-based curricula and assessments that will help implement the South Dakota Standards and Grade-level Outcomes for K-12 Physical Education.

Visit www.shapeamerica.org to find information about SHAPE America books, as well as to download free copies of position statements and guidance documents on various topics of interest to physical educators, including *Appropriate Instructional Practices Guidelines* and *Opportunity to Learn Guidelines* for elementary, middle and high school.

The following is a sample listing of these resources, which will support teachers in implementing the standards and outcomes.

National Standards and Grade-Level Outcomes for K-12 Physical Education

Smart PE Moves for Middle School Students: Ready to Use Lesson Plans and Assessment Tools for Standards-Based Physical Education (2012)

PE Metrics: Assessing National Standards 1-6 in Secondary School (2011)

PE Metrics: Assessing National Standards 1-6 in Elementary School (2010)

Flash Fitness and the Incredible Physical Activities: A Super-Hero Approach to Meeting the National PE Standards in Grades K-5 (2010)

Concepts and Principles of Physical Education: What Every Student Needs to Know (2010)

Movement-Based Learning for Children: Academic Concepts and Physical Activity for Ages 3-8 (2006)

Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12 (2004)

Appropriate Instructional Practices

Appropriate Instructional Practice Guidelines for Elementary School Physical Education (2009)

Appropriate Instructional Practice Guidelines for Middle School Physical Education (2009)

Appropriate Instructional Practice Guidelines for High School Physical Education (2009)

Opportunity to Learn

Opportunity to Learn Guidelines for Elementary School Physical Education (2009)

Opportunity to Learn Guidelines for Middle School Physical Education (2009)

Opportunity to Learn Guidelines for High School Physical Education (2009)

SHAPE America Assessment Series

Assessment for Everyone: Modifying NASPE Assessments to Include All Elementary School Children (2011)

Assessing and Improving Fitness in Elementary Physical Education (2008)

Standards-Based Assessment of Student Learning: A Comprehensive Approach (2007)

Assessing Dance in Elementary Physical Education (2005)

Assessment of Swimming in Physical Education (2005)

Assessing Concepts: Secondary Biomechanics (2004)

Assessment in Outdoor Adventure Physical Education (2003)

Assessing Student Outcomes in Sport Education (2003)

Authentic Assessment of Physical Activity for High School Students (2002)

Creating Rubrics for Physical Education (2000)

Assessing Motor Skills in Elementary Physical Education (1999)

Assessment in Games Teaching (1999)

Position Statements

Physical Education is Critical to Educating the Whole Child (2011)

Appropriate Uses of Fitness Measurement (2010)

Appropriate Use of Instructional Technology in Physical Education (2009)

Appropriate Maximum Class Length for Elementary Physical Education (2008)

Physical Activity Used as Punishment and/or Behavior Management (2009)

Resource Briefs

School Physical Education Program Checklist: How Does Your Program Rate? (2009)

Physical Education Teacher Evaluation Tool (2007)

Teaching Large Class Sizes in Physical Education: Guidelines and Strategies (2006)

Top Ten Reasons for Quality Physical Education (2006)

The Difference Between Physical Education and Physical Activity (2005)

Code of Conduct for P-12 Physical Education Teachers (2011)

What Constitutes a Highly Qualified Physical Education Teacher (2007)

Opposing Substitution and Waiver/Exemptions For Required Physical Education (2006)