S1.H1.L1

Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).

S1.H1.L2

Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).

S1.H2.L1

Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap).

S1.H2.L2

Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.

S1.H3.L1

Demonstrates competency in 1 or more specialized skills in health-related fitness activities.

S1.H3.L2

Demonstrates competency in 2 or more specialized skills in health-related fitness activities.

S2.H1.L1

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.

S2.H1.L2

Identifies and discusses the historical and cultural roles of games, sports and dance in a society.

S2.H2.L1

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

S2.H2.L2

Describes the speed/accuracy trade off in throwing and striking skills.

S2.H3.L1

Creates a practice plan to improve performance for a self- selected skill.

S2.H3.L2

Identifies the stages of learning a motor skill.

S2.H4.L1

Identifies examples of social and technical dance forms.

S2.H4.L2

Compares similarities and differences in various dance forms.

S3.H1.L1

Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.

S3.H1.L2

Investigates the relationships among physical activity, nutrition and body composition.

S3.H2.L1

Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

S3.H2.L2

Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.

S3.H3.L1

Identifies issues associated with exercising in heat, humidity and cold.

S3.H3.L2

Applies rates of perceived exertion and pacing.

S3.H4.L1

Evaluates according to their benefits, social support network and participation requirements, activities that can be pursued in the local environment.

S3.H4.L2

If the outcome was not achieved in Level 1, it should be a focus in Level 2.

S3.H5.L1

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.

S3.H5.L2

Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings

S3.H6.L1

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

S3.H6.L2

Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).

S3.H7.L1

Demonstrate appropriate technique in resistance-training machines and free weights.

S3.H7.L2

Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.

S3.H8.L1

Relates physiological responses to individual levels of fitness and nutritional balance.

S3.H8.L2

Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).

S3.H9.L1

Identifies types of strength exercises (isometric, concentric, eccentric) & stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

S3.H9.L2

Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

S3.H10.L1

Calculates target heart rate and applies that information to personal fitness plan.

S3.H10.L2

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.H11.L1

Creates and implements a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.

S3.H11.L2

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

S3.H12.L1

Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work.

S3.H12.L2

Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.

S3.H13.L1

Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

S3.H13.L2

Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.

S3.H14.L1

Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

S3.H14.L2

Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

S4.H1.L1

Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H1.L2

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

S4.H2.L1

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H2.L2

Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).

S4.H3.L1

Uses communication skills and strategies that promote team/ group dynamics.

S4.H3.L2

Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

S4.H4.L1

Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups.

S4.H4.L2

Accepts others’ ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

S4.H5.L1

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

S4.H5.L2

If the outcome was not achieved in Level 1, it should be a focus in Level 2.

S5.H1.L1

Analyzes the health benefits of a self-selected physical activity.

S5.H1.L2

If the outcome was not achieved in Level 1, it should be a focus in Level 2.

S5.H2.L1

Challenge is a focus in Level 2.

S5.H2.L2

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

S5.H3.L1

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H3.L2

Identifies the uniqueness of creative dance as a means of self-expression.

S5.H4.L1

Identifies the opportunity for social support in a self-selected physical activity or dance.

S4.H4.L2

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.