South Dakota Physical Education

Grades 3, 4, 5

Adopted 2000

Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

1: **Students will model complex locomotor movement patterns in specialized activities.**

a. demonstrate mature form in all locomotor skills within movement patterns.

b. demonstrate smooth transitions between sequential locomotor skills within activities and/or games.

c. determine the effectiveness of transferring fundamental locomotor skills into modified activities and/or games.

2: **Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.**

a. demonstrate mature form in all manipulative skills within movement patterns.

b. demonstrate smooth transitions between sequential manipulative skills within activities and/or games.

c. determine the effectiveness of transferring fundamental manipulative movement patterns into modified activities and/or games.

3: **Students will exhibit a mature kinesthetic sense in nonlocomotor/stability movement patterns in specialized activities.**

a. respond to various forces to maintain static or dynamic balance while performing basic skills.

b. maintain body equilibrium in basic movement patterns in modified physical activities and/or games.

c. determine the effectiveness of kinesthetic adjustments made during basic non-locomotor/stability movement patterns.

Students will analyze scientific concepts and and principles to understand, evaluate, and enhance movement skill acquisition and performance.

1: **Students will apply scientific concepts and principles to analyze performance of self and others.**

a. understand there are connections between scientific principles and a specific movement.

b. model the correct application of scientific principles while performing a skill.

c. determine if the use of a specific scientific concept enhances skill performance.

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2: **Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.**

a. understand how physical, emotional, and cognitive factors affect performance.
b. explore training and conditioning practices that impact skill acquisition and performance.
c. model appropriate training and conditioning practices to improve skill acquisition.

3: Students will evaluate various strategies leading to successful performance.

a. explore performance strategies to use in various situations.
b. apply appropriate performance strategies in various situations.
c. determine the effectiveness of various performance strategies.

Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

a. examine scientifically based data to determine personal health-related fitness level.
b. record specific fitness data to track personal progress.
c. understand the concepts of frequency, intensity, time, and type within physical activity.

2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

a. explore and share the results of on-going physical activity.
b. investigate the healthful benefits of a specific physical activity.
c. explain the importance of using safe, beneficial techniques and related theory in physical activity.

3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

a. explore available options of school/community health-related facilities and human resources
b. explore various activities to meet personal health-related fitness needs.
c. engage in on-going physical activity and encourage the participation of others.

Students will develop responsible and respectful personal and social behavior in physical activity settings.

1: Students will model and encourage appropriate personal and social conduct in physical activities.

a. perceive one's personal role in maintaining a safe physical activity environment.
b. practice acceptable etiquette and sportsmanship in physical activity settings.
c. apply conflict resolution processes in physical activity settings.

2: Students will value and maximize the contributions and potential of each individual in group activities.

a. recognize and support various roles in group settings.

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b. recognize and support the productive efforts each individual brings to physical activity settings.

c. recognize various roles and purposes of leadership in group settings.

3: Students will evaluate the positive impact of contributions provided through human diversity.

a. explore the effects of an individual's uniqueness within physical activity settings.

b. support the inclusion of all students in physical activity settings.

c. explore the positive contributions derived from diversity in physical activity settings.

Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

a. participate in physical activity to experience enjoyment.

b. interact positively with peers while participating in physical activities.

c. describe the emotional benefits gained from participation in physical activities.

2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

a. explain the benefits of maintaining a positive attitude while participating in challenging physical activity.

b. describe how to balance the mental, physical, and social aspects of participation in physical activity.

c. explore a variety of challenging physical activities based on personal success and satisfaction.

3: Students will analyze employment/career options in the physical education/fitness fields.

a. explore various physical education/fitness careers and the important services they provide.

b. explore the personal attributes required for selected physical education/fitness careers.

c. explain how physical education/fitness careers relate to other employment fields.