South Dakota Physical Education

Grades 6, 7, 8

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. maintain mature form in complex locomotor movement patterns.

b. adapt locomotor movement patterns to the demands of an unpredictable situation within activities and/or games.

c. analyze the effectiveness of transferring complex locomotor movement patterns into specific activities and/or games.

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

a. maintain mature form in complex manipulative movement patterns.

b. adapt manipulative movement patterns to the demands of an unpredictable situation within activities and/or games.

c. analyze the effectiveness of transferring complex manipulative movement patterns into specific activities and/or games.

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

a. react to various forces to maintain static or dynamic balance while performing intermediate skills.

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

c. analyze the effectiveness of kinesthetic adjustments made during intermediate 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. correlate pertinent scientific concepts and principles to a specific movement.

b. apply pertinent scientific concepts and principles to achieve a desired outcome.

c. assess the results of using specific scientific concepts and principles within a performance.

Skip to main content

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

a. investigate the interrelationships among the physical, emotional, cognitive, and scientific factors affecting performance.

b. describe training and conditioning principles and practices that impact skill acquisition and performance.

c. select appropriate practice/training procedures based on evaluative feedback of skill acquisition and performance.

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

a. Performance strategies appropriate for specific situations.

b. apply complex performance strategies in specific situations.

c. compare the effectiveness of selected 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. compare personal data with scientifically based data to determine health-related fitness level.

b. maintain personal fitness log to monitor changes in health-related fitness.

c. adjust frequency, intensity, time, and type of physical activity based on personal need.

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

a. interpret and share the results of on-going physical activity

b. correlate the practice of a specific physical activity with the resulting benefit to health-related fitness.

c. choose safe, beneficial techniques and apply related theory to improve health-related fitness.

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

a. analyze available options of school/community health-related facilities and human resources.

b. analyze and adapt personal fitness activities to meet changing needs.

c. model and share the results of a commitment to on-going physical activity.

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

Skip to main content

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

a. accept personal responsibility for maintaining a physically and emotionally safe environment.

b. demonstrate and encourage proper etiquette and sportsmanship in physical activity settings.

c. implement effective conflict resolution processes and techniques in physical activity settings.

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

a. acknowledge and appreciate the worth of the various roles inherent to a group setting.

b. determine and incorporate strengths of each individual in physical activity settings.

c. distribute leadership responsibilities by fulfilling various roles in group settings.

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

a. determine how an individual's uniqueness enhances physical activity settings and/or endeavors.

b. apply strategies for maintaining inclusion of all students in physical activity settings.

c. model respect for 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 various physical activities to experience personal satisfaction.

b. describe the social benefits of participating in physical activities.

c. explain the psychological benefits gained from participation in physical activity.

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

a. describe the role of motivation and attitude in achieving personal satisfaction from physical activity.

b. analyze the mental, physical, and social factors necessary for maintaining a healthy balance in relation to physical activities.

c. seek personally challenging physical activities in pursuance of personal success and satisfaction.

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

a. analyze employment options affiliated with physical education/fitness careers and how they impact society.

b. determine the requirements of and the personal qualifications needed for various physical education/fitness careers.

c. determine the connections among physical education/fitness careers and other employment fields.