South Dakota Physical Education

Grades 9, 10, 11, 12

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. model mature form of all locomotor skills while executing complex movement patterns.

b. transfer fundamental locomotor movement patterns into specialized activities and/or games.

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

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

a. model mature form of all manipulative skills while executing complex movement patterns.

b. transfer fundamental manipulative movement patterns into specialized activities and/or games.

c. evaluate 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. anticipate and respond to various forces to maintain static or dynamic balance while performing advanced skills.

b. maintain body equilibrium throughout complex movement patterns used within physical activities and/or games.

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

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

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

a. differentiate which scientific concepts and principles relate to a specific movement.

b. apply appropriate scientific concepts and principles to achieve advanced outcomes.

c. evaluate the appropriate use of scientific concepts and principles within a performance.

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

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

b. analyze which training and conditioning practices have the greatest impact on skill acquisition and performance.

c. create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance.

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

a. analyze specific situations to determine appropriate performance strategies.

b. execute a creative/innovative strategy leading to successful performance.

c. assess the effect/outcome of a specific performance strategy.

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. analyze scientifically based data to determine the level of personal health-related fitness.

b. develop a plan which improves personal health-related fitness.

c. analyze and modify 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. analyze and share the results of on-going physical activity.

b. justify the practice of a specific physical activity to achieve a desired fitness benefit.

c. evaluate the benefits of specific techniques and 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. evaluate available options and quality of school/community health-related facilities and human resources.

b. evaluate and modify personal fitness plans to meet specific and/or changing needs.

c. advocate the participation of others in a variety of health-related fitness activities.

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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. accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment. b. model appropriate etiquette and exemplary sportsmanship in physical activity settings. c. demonstrate timely and effective conflict resolution skills, techniques, and processes in physical activity settings.
	2: Students will value and maximize the contributions and potential of each individual in group activities. a. acknowledge and respect the intrinsic worth of the various roles inherent to a group setting. b. recognize and utilize the potential and strengths of each individual by supporting his/her effort in physical activity settings. c. provide leadership by actively fulfilling various roles within group settings.
	3: Students will evaluate the positive impact of contributions provided through human diversity. a. analyze how an individual's uniqueness can enrich a physical activity setting and/or endeavor. b. formulate strategies for maximizing inclusion of all students in physical activity settings. c. model and advocate 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. engage in a multitude of physical activities to determine those most personally satisfying. b. participate regularly in physical activities which fulfill personal needs for self-expression and social interaction. c. evaluate the psychological benefits derived from routine participation in physical activity.
	2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity. a. analyze the role of attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. b. maintain a healthy balance among mental, physical, and social factors related to participation in physical activities. c. pursue and embrace new challenges based on past personal success and satisfaction.

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

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

b. evaluate personal compatibility with the various elements of an identified physical education/fitness career.

c. analyze the interrelationships among physical education/fitness careers and other employment fields.