South Dakota Physical Education

Grades 9, 10, 11, 12

Adopted 2014

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

- **L1.** 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
- **L2.** 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
- **L1.** Demonstrates proficiency in rhythmic movement patterns/dance. (e.g., Jump ropes, Parkour, Zumba, Dance, Yoga, Aerobics) S1.H2.L1
- **L2.** Demonstrates creativity in rhythmic movement patterns by choreographing a dance or performing a rhythmic routine. S1.H2.L2
- **L1a.** Demonstrates proficiency in specialized skills in health-related fitness activities. S1.H3.L1A
- **L1b.** Demonstrates target zones of health-related fitness components through participation in individual and/or team performance activities. S1.H3.L1B
- **L2a.** Demonstrates proficient specialized skills in health-related fitness activities. S1.H3.L2A
- **L2b.** Demonstrates threshold zones of health-related fitness components through participation in individual and/or team performance activities. S1.H3.L2B
- **L1.** Executes effective strategies for various individual and/or team performance activities. S1.H4.L1
- **L2.** Create and execute effective offensive and defensive strategies in at least three self-selected individual and/or team performance activities. S1.H4.L2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance mo
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- **L1.** 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
- **L2.** Creates, performs, and discusses an activity relevant to historical and cultural perspectives. S2.H1.L2

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	L1. 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
	L2. Apply principles and concepts to the speed/accuracy trade-off in throwing and striking in a variety of activities. S2.H2.L2
	L1. Creates a practice plan to improve performance for a self-selected skill. S2.H3.L1
	L2. Identifies the stages of learning a motor skill. S2.H3.L2
	L1. Discusses how overload, progression, and specificity will enhance a personal fitness program. S2.H4.L1
	L2. Demonstrates program planning skills by setting goals and devising strategies for lifetime fitness. S2.H4.L2
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	**L1.** Investigates the relationships among physical activity, nutrition and body composition. S3.H1.L1
	L2. Discusses the benefits of a physically active lifestyle as it relates to college/career productivity. S3.H1.L2
	L1. Applies rates of perceived exertion and pacing. S3.H3.L1
	L2. Identifies issues associated with exercising in heat, humidity and cold. S3.H3.L2
	L1. Evaluates – according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment. S3.H4.L1
	L1. 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
	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.H5.L2
	L1. Demonstrate mature technique in resistance-training machines and free weights. S3.H7.L1
	L2. 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
	L1. 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,

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	aerobic). S3.H8.L2
	L1. 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
	L2. Creates and utilizes an activity plan for strength and stretching for personal fitness development. S3.H9.L2
	L1. Calculates target heart rate and applies heart rate information to a personal fitness plan. S3.H10.L1
	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.H10.L2
	L1. 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
The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.	**L1.** Applies effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. S4.H1.L1
	L2. Accepts differences between personal characteristics, idealized body images, and elite performance levels portrayed in various media. S4.H1.L2
	L1a. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. S4.H2.L1A
	L1b. Exhibits the fundamentals of good sportsmanship. S4.H2.L1B
	L2. Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). S4.H2.L2
	L1. Uses communication skills and strategies that promote team or group dynamics. S4.H3.L1
	L2. Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. S4.H3.L2
	L1. Solves problems and thinks critically in physical activity settings, both as an individual and in groups. S4.H4.L1
	L2. Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. S4.H4.L2
	L1. 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

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

L1. **Examines the health benefits of physical, mental, and social health.** S5.H1.L1

L2. **Analyzes the health benefits of physical activity, mental health, and social interaction.** S5.H1.L2

L1. **Fully engages in a challenging physical activity.** S5.H2.L1

L2. **Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.** S5.H2.L2

L1. **Selects and participates in physical activities that meet the need for self-expression and enjoyment.** S5.H3.L1

L2. **Identifies the uniqueness of various physical activities as a means of self-expression.** S5.H3.L2

L1. **Identifies the opportunity for social interaction in a self-selected physical activity.** S5.H4.L1

L2. **Evaluates the opportunity for social interaction and social support in a self-selected physical activity.** S5.H4.L2

L1. **Identifies various employment and career opportunities associated with the physical education and fitness fields.** S5.H5.L1

L2. **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