South Dakota Physical Education

Grades K, 1, 2

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. perform fundamental locomotor skills within rudimentary movement patterns.
- b. transfer fundamental locomotor skills into simple activities and/or games.
- c. determine the appropriateness of fundamental locomotor skills transferred into activities and/or games.

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

- a. perform fundamental manipulative skills within rudimentary movement patterns.
- b. transfer fundamental manipulative skills into simple activities and/or games.
- c. determine the appropriateness of fundamental manipulative skills transferred into activities and/or games.

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

- a. maintain control in weight-bearing and balance activities.
- b. adjust body position to maintain equilibrium during simple physical activities and/or games.
- c. determine the appropriateness of kinesthetic adjustments made during simple 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. recognize that scientific principles affect movement skills.
- b. use scientific principles when performing movement skills.
- c. recognize when a desired outcome is achieved.

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	2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance. a. recognize that physical, emotional, and cognitive factors affect performance. b. identify training practices that promote skill acquisition and performance. c. engage in training practices that promote skill acquisition.
	3: Students will evaluate various strategies leading to successful performance. a. identify basic performance strategies used in physical activity. b. use basic performance strategies in various situations. c. recognize effective performance strategies within physical activity.
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. identify components used to determine health-related fitness. b. recognize physiological indicators related to each health-related fitness component. c. recognize the difference between moderate and vigorous activity.
	2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity. a. understand that positive results are gained from on-going physical activity. b. recognize the healthful benefits of a specific physical activity. c. identify and use safe, beneficial techniques in physical activity.
	3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness. a. identify school/community health-related facilities and programs. b. identify various fitness activities that contribute to personal health. c. participate in sustained moderate to vigorous physical activity on a routine basis.
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. understand the importance of personal responsibility for safety in physical activity. b. recognize acceptable sportsmanship in physical activity settings. c. resolve conflicts in socially acceptable ways.
	2: Students will value and maximize the contributions and potential of each individual in group activities. a. understand the purposes of different roles in group activities. b. encourage one another's positive efforts in physical activity settings.

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c. understand the importance of being a positive leader in group settings.

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

a. understand the existence of individual uniqueness in physical activity settings.

b. understand why all students should be included in physical activity settings.

c. recognize various aspects of 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. recognize that physical activity provides personal enjoyment.

b. recognize appropriate social interaction in various physical activities.

c. describe the positive feelings experienced from participating in physical activity.

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

a. express feelings associated with success derived from repetition of physical activity.

b. recognize the emotional, physical, and social factors associated with participation in physical activity.

c. engage in new and challenging physical activities.

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

a. identify various physical education/fitness careers in the community.

b. identify skills needed to work in a physical education/fitness career.

c. recognize ways people in physical education/fitness careers work with people in other jobs.