

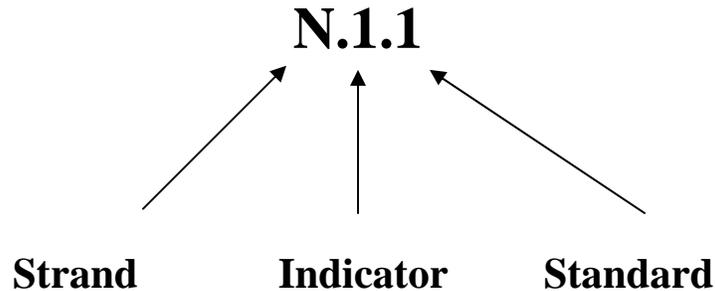
**Physical Education Course Standards  
for  
High School Graduation Requirement**

Approved by the SD Board of Education  
July 10, 2006

## **Guide to the Numbering and Symbol System**

### **Used in the Document**

Standards are coded to cross-reference strands, indicators, and standards.



**Strand** refers to the major area of physical education this group of standards address.

These strands are coded:

**FS** for Fundamental Skills

**MC** for Movement Concepts

**PA** for Physical Activity Participation

**PF** for Personal Fitness

**RR** for Respectful and Responsible Behavior

**VPA** for Values Physical Activity Lifetime Outcomes

**Indicator** refers to the number of the indicator for this strand. Each strand has one indicator that describes key aspects of the strand.

**Standard** refers to the number of the grade-level standard for the indicator. Each indicator has one or more standard(s) that describes what students will know and be able to do related to the indicator.

**Supporting Skills and Examples** These include enabling skills students may need to be taught in order to achieve the standards. Examples provide clarification and represent possible activities or sub-skills classroom instructors could use in teaching the supporting skills.

# Physical Education Course Standards

## Strand 1: Fundamental Skills

**Indicator 1:** Demonstrates competency in fundamental skills and movement patterns needed to perform a variety of physical activities.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples  |
|------------------------|--|
| Applying               | <p><b>FS.1.1</b> Students will demonstrate proficiency with skills and tactics in various physical activities.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• Choreograph a dance.</li> <li>• Perform a variety of racquet skills.</li> <li>• Demonstrate a variety of swimming strokes.</li> <li>• Use equipment properly for outdoor activities.</li> <li>• Know and follow rules and procedures.</li> <li>• Perform strength training exercises with correct technique.</li> </ul> |
| Applying               | <p><b>FS.1.2</b> Students will effectively integrate skills, tactics and/or strategies into movement concepts.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• Position oneself correctly for offensive or defensive systems.</li> <li>• Select and use a variety of golf clubs appropriate to the distance and terrain of a course.</li> <li>• Perform a variety of badminton shots.</li> <li>• Maintain balance, rhythm and control during activity.</li> </ul>                      |

## Strand 2: Movement Concepts

**Indicator 1:** Demonstrates movement concepts, scientific principles, strategies, and tactics as they apply to the learning and performance of physical activities.

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| Analyzing                     | <p><b>MC.1.1</b> Students will apply scientific concepts and principles to analyze performance of self and others.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Determine how factors such as velocity, angle and force impact trajectory of an object.</li><li>• Hit an archery target from different positions at various distances.</li><li>• Differentiate between overload and progression principles.</li></ul>             |
| Evaluating                    | <p><b>MC.1.2</b> Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Create a quadriceps training program to increase knee stability.</li><li>• Select specific training practices leading to higher performance level. (plyometrics, cross training)</li><li>• Use coping skills for varying performance levels.</li></ul> |
| Analyzing                     | <p><b>MC.1.3</b> Students will analyze and apply strategies and tactics that lead to successful performance.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Apply overload and progression principles.</li><li>• Navigate an orienteering course using a map and compass.</li><li>• Combine the appropriate force and finesse to chip onto the green.</li><li>• Play to an opponent's weakness.</li></ul>                           |

### Strand 3: Physical Activity Participation

**Indicator 1:** Participates regularly in physical activity.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| Applying               | <p><b>PA.1.1</b> Students will enjoy regular physical activity while integrating movement capabilities with appropriate behavioral skills.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• Experience a variety of non-traditional physical activities.<br/><i>For example: cricket, disc golf, orienteering, fishing, kayaking, rock climbing, buka ball</i></li> <li>• Choose from a variety of options provided by the teacher.<br/><i>For example: in net games unit students choose from volleyball, eclipse ball, buka ball, badminton OR students choose competitive level within the unit</i></li> <li>• Create an appropriate activity that integrates movement capabilities with appropriate behavior skills.<br/><i>For example: students create a game</i></li> </ul> |
| Evaluating             | <p><b>PA.1.2</b> Students will evaluate the health-related/fitness benefits resulting from participation in different forms of regular physical activity.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• Monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log.</li> <li>• Adjust activity to meet personal health/fitness needs.</li> <li>• Describe how physical activity helps to relieve stress.</li> </ul>   |
| Analyzing              | <p><b>PA.1.3</b> Students will make healthy lifestyle decisions regarding participation in regular physical activity.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• Log detailed data of in school and out of school physical activities.</li> <li>• Compare and contrast the health benefits gained from a variety of physical activities.</li> </ul>  |

## Strand 4: Personal Fitness

**Indicator 1:** Acquires the knowledge to achieve and maintain a health-enhancing level of fitness.

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
| Evaluating                    | <p><b>PF.1.1</b> Students will independently assess their personal fitness status.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Identify health-related fitness concepts: muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition.</li><li>• Identify performance-related fitness concepts: power, flexibility, agility, strength, and speed.</li></ul> |
| Creating                      | <p><b>PF.1.2</b> Students will design, implement and evaluate scientifically based personal activity plans.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Utilize FITT principle: frequency, intensity, time and type.</li><li>• Discuss body composition.</li><li>• Calculate and monitor target heart rate.</li><li>• Calculate and monitor caloric needs.</li></ul>                              |

## Strand 5: Respectful and Responsible Behavior

**Indicator 1:** Models responsible personal and social behavior that respects self and others in physical activity settings.

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| Evaluating                    | <p><b>RR.1.1</b> Students will make appropriate personal choices for engaging in physical activity, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status and culture.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Interact appropriately with others in a learning environment.</li><li>• Participate with students of various skill levels.</li><li>• Invite a special needs student to participate in a physical activity.</li></ul>  |
| Applying                      | <p><b>RR.1.2</b> Students will demonstrate responsible, personal and social behaviors, positively influencing the behaviors of others in physical activity settings.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Show leadership by diffusing conflict during competition.</li><li>• Listen to all sides of an issue before taking action in a conflict while officiating competitions.</li><li>• Encourage team mates during activity.</li><li>• Resolve interpersonal conflicts with a sensitivity to the rights and feelings of others.</li></ul> |

## Strand 6: Values Physical Activity Lifetime Outcomes

**Indicator 1:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| Remembering                   | <p><b>VPA.1.1</b> Students will identify how physical activity provides opportunities for self expression and personal growth.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Create self rewards for achieving personal fitness/physical activity goal.</li><li>• Journal thoughts and feelings regarding participation in physical activity.</li><li>• Learn new skills and activities to broaden repertoire.</li></ul>           |
| Applying                      | <p><b>VPA.1.2</b> Students will experience the benefits of challenging physical activity.</p> <p><i>For example, to meet this standard students may:</i></p> <ul style="list-style-type: none"><li>• Reflect on reasons for choosing to participate in selected physical activity.</li><li>• Demonstrate increased skill level through effort and practice.</li><li>• Define explicit personal goals for various activities.</li><li>• Bench press a percentage of their body weight.</li></ul> |

## **Acknowledgements**

The physical education course standards are a result of the contributions of educators from across the state. The committee members represent individuals from across South Dakota dedicated to their profession and to high quality physical education for all South Dakota students. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals and the organizations they represent who contributed expertise and time to the development of the physical education course standards.

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