

# National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Bemidji Area Schools PE Standards (2016)

### High School Outcomes (Grades 9 – 12)

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

**Note:** High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college/career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Level 1	Level 2
<b><i>Demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b><i>S1.H1</i></b> <b>Lifetime activities</b>	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). <sup>24</sup> (S1.H1.L1)	Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). <sup>25</sup> (S1.H1.L2)
<b><i>S1.H2</i></b> <b>Dance &amp; rhythms</b>	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
<b><i>S1.H3</i></b> <b>Fitness activities</b>	Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

**Note:** For operational definitions and examples of activity types, see end of high school section (p. 8).

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Standard 2	Level 1	Level 2
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>		
<b>S2.H1</b> <b>Movement concepts, principles &amp; knowledge</b>	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	Identifies and discusses the historical and cultural roles of games, sports and dance in a society. <sup>26</sup> (S2.H1.L2)
<b>S2.H2</b> <b>Movement concepts, principles &amp; knowledge</b>	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. <sup>27</sup> (S2.H2.L1)	Describes the speed/accuracy trade-off in throwing and striking skills. <sup>28</sup> (S2.H2.L2)
<b>S2.H3</b> <b>Movement concepts, principles &amp; knowledge</b>	Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)	Identifies the stages of learning a motor skill. (S2.H3.L2)
<b>S2.H4</b> <b>Movement concepts, principles &amp; knowledge</b>	Identifies examples of social and technical dance forms. (S2.H4.L1)	Compares similarities and differences in various dance forms. (S2.H4.L2)

## Bemidji Area Schools PE Standards (2016)

Standard 3	Level 1	Level 2
<b><i>Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</i></b>		
<b>S3.H1</b> <b>Physical activity knowledge</b>	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
<b>S3.H2</b> <b>Physical activity knowledge</b>	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. <sup>29</sup> (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. <sup>30</sup> (S3.H2.L2)
<b>S3.H3</b> <b>Physical activity knowledge</b>	Identifies issues associated with exercising in heat, humidity and cold. <sup>31</sup> (S3.H3.L1)	Applies rates of perceived exertion and pacing. <sup>32</sup> (S3.H3.L2)
<b>S3.H4</b> <b>Physical activity knowledge</b>	Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. <sup>33</sup> (S3.H4.L1)	<i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i>
<b>S3.H5</b> <b>Physical activity knowledge</b>	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. <sup>34</sup> (S3.H5.L1)	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)
<b>S3.H6</b> <b>Engages in physical activity</b>	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). <sup>35</sup> (S3.H6.L2)
<b>S3.H7</b> <b>Fitness knowledge</b>	Demonstrate appropriate technique in resistance-training machines and free weights. <sup>36</sup> (S3.H7.L1)	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. <sup>37</sup> (S3.H7.L2)
<b>S3.H8</b> <b>Fitness knowledge</b>	Relates physiological responses to individual levels of fitness and nutritional balance. <sup>38</sup> (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). <sup>39</sup> (S3.H8.L2)
<b>S3.H9</b> <b>Fitness knowledge</b>	Identifies 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). <sup>40</sup> (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. <sup>41</sup> (S3.H9.L2)
<b>S3.H10</b> <b>Fitness knowledge</b>	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	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) <sup>42</sup>

## Bemidji Area Schools PE Standards (2016)

Standard 3	Level 1	Level 2
<b>S3.H11</b> <b>Assessment &amp; program planning</b>	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). <sup>43</sup> (S3.H11.L2)
<b>S3.H12</b> <b>Assessment &amp; program planning</b>	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. <sup>44</sup> (S3.H12.L2)
<b>S3.H13</b> <b>Nutrition</b>	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
<b>S3.H14</b> <b>Stress management</b>	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. <sup>45</sup> (S3.H14.L1)	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. <sup>46</sup> (S3.H14.L2)

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Standard 4	Level 1	Level 2
<i>Exhibits responsible personal and social behavior that respects self and others.</i>		
<b>S4.H1 Personal responsibility</b>	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. <sup>47</sup> (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. <sup>48</sup> (S4.H1.L2)
<b>S4.H2 Rules &amp; etiquette</b>	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). <sup>49</sup> (S4.H2.L2)
<b>S4.H3 Working with others</b>	Uses communication skills and strategies that promote team/group dynamics. <sup>50</sup> (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
<b>S4.H4 Working with others</b>	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
<b>S4.H5 Safety</b>	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	<i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i>

## Bemidji Area Schools PE Standards (2016)

Standard 5	Level 1	Level 2
<b><i>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></b>		
<b><i>S5.H1</i></b> <b>Health</b>	Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	<i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i>
<b><i>S5.H2</i></b> <b>Challenge</b>	<i>Challenge is a focus in Level 2.</i>	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. <sup>51</sup> (S5.H2.L2)
<b><i>S5.H3</i></b> <b>Self-expression &amp; enjoyment</b>	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)	Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)
<b><i>S5.H4</i></b> <b>Social interaction</b>	Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. <sup>52</sup> (S5.H4.L2)

## **Bemidji Area Schools PE Standards (2016)**

### **Operational Definition of Activity Categories**

**Outdoor Pursuits:** The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

**Fitness Activities:** Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

**Dance & Rhythmic Activities:** Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

**Aquatics:** Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

**Individual Performance Activities:** Might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

**Games & Sports:** Includes the games categories of invasion, net/wall, target and fielding/striking.

**Lifetime Activities:** Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. *Note:* Invasion and fielding/striking games have been excluded from the secondary outcomes because these activities require team participation and are less suited to lifelong participation.