

# 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)**  
**Elementary School Outcomes (K – Grade 5)**

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

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

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>Demonstrates competency in a variety of motor skills and movement patterns.</i></b>						
<b>S1.E1</b> <b>Locomotor</b>  <i>Hopping, galloping, running, sliding, skipping, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)  Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)  Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)

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Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E2 Locomotor</b> <i>jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	Runs with a mature pattern. (S1.E2.2a)  Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
<b>S1.E3 Locomotor</b> <i>Jumping &amp; landing, horizontal</i>	Performs jumping & landing actions with balance. (S1.E3.K)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. (S1.E3.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>
<b>S1.E4 Locomotor</b> <i>Jumping &amp; landing, vertical</i>		Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
<b>S1.E5 Locomotor</b> <i>Dance</i>	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

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Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E6</b> <b>Locomotor</b>  <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	<i>Applies skill.</i>
<b>S1.E7</b> <b>Nonlocomotor* (stability)</b>  <i>Balance</i>	Maintains momentary stillness on different bases of support. (S1.E7.Ka)  Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a)  Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
<b>S1.E8</b> <b>Nonlocomotor (stability)</b>  <i>Weight transfer</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	Transfers weight from one body part to another in self- space in dance and gymnastics environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balance and/or travel. <sup>a</sup> (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands, varying speed and using large extensions (e.g. mule kick, handstand, or cartwheel). (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)
<b>S1.E9</b> <b>Nonlocomotor (stability)</b>  <i>Weight transfer, rolling</i>	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)	<i>Applies skill.</i>	<i>Applies skill.</i>	<i>Applies skill.</i>

<sup>a</sup> Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

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<p><b>S1.E10</b> <b>Non-locomotor (stability)</b> <i>Curling &amp; stretching; twisting &amp; bending</i></p>	<p>Contrasts the actions of curling &amp; stretching. (S1.E10.K)</p>	<p>Demonstrates twisting, curling, bending &amp; stretching actions. (S1.E10.1)</p>	<p>Differentiates among twisting, curling, bending &amp; stretching actions. (S1.E10.2)</p>	<p>Moves into and out of gymnastics balances with curling, twisting &amp; stretching actions. (S1.E10.3)</p>	<p>Moves into and out of balances on apparatus with curling, twisting &amp; stretching actions. (S1.E10.4)</p>	<p>Performs curling, twisting &amp; stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5)</p>
<p><b>S1.E11</b> <b>Non-locomotor (stability)</b> <i>Combinations</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p>Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). (S1.E11.2)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, or flow) to create and perform a dance. (S1.E11.3)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, &amp; flow) to create and perform a dance with a partner. (S1.E11.4)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, or flow) to create and perform a dance with a group. (S1.E11.5)</p>
<p><b>S1.E12</b> <b>Non-locomotor (stability)</b> <i>Balance &amp; weight transfers</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)</p>	<p>Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</p>	<p>Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>

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<b>S1.E13 Manipulative</b> <i>Underhand throw</i>	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	<i>Applies skill.</i>	Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws underhand to a large target with accuracy. (S1.E13.5b)
<b>S1.E14 Manipulative</b> <i>Overhand throw</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)	Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws overhand to a large target with accuracy. (S1.E13.5b)
<b>S1.E15 Manipulative</b> <i>Passing with hands</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)

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<p><b>S1.E16</b> <b>Manipulative</b> <i>Catching</i></p>	<p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p>	<p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p>	<p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>	<p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</p>	<p>Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)</p>	<p>Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.5a)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b)</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p>
<p><b>S1.E17</b> <b>Manipulative</b> <i>Dribbling/ball control with hands</i></p>	<p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p>	<p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p>	<p>Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)</p> <p>Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</p>	<p>Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)</p>	<p>Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a)</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p>	<p>Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)</p>

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<p><b>S1.E18</b> <b>Manipulative</b></p> <p><i>Dribbling/ball control with feet</i></p>	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
<p><b>S1.E19</b> <b>Manipulative</b></p> <p><i>Passing &amp; receiving with feet</i></p>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)	Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (S1.E19.4a) Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)	Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a)  Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)
<p><b>S1.E20</b> <b>Manipulative</b></p> <p><i>Dribbling in combination</i></p>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Dribbles with hands or feet in combination with other skills (e.g. passing, receiving, shooting). (S1.E20.4)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)

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Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E21</b> <b>Manipulative</b> <i>Kicking</i></p>	<p>Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K)</p>	<p>Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)</p>	<p>Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2)</p>	<p>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a) Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</p>	<p>Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)</p>	<p>Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)</p>
<p><b>S1.E22</b> <b>Manipulative</b> <i>Volley, underhand</i></p>	<p>Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)</p>	<p>Volleys an object with an open palm, sending it upward. (S1.E22.1)</p>	<p>Volleys an object upward with consecutive hits. (S1.E22.2)</p>	<p>Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)</p>	<p>Volleys underhand using a mature pattern, in a dynamic environment (e.g. 2 square, 4 square, handball). (S1.E22.4)</p>	<p><i>Applies skill.</i></p>

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Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E23</b> <b>Manipulative</b></p> <p><i>Volley, overhead</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)</p>	<p>Volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)</p>
<p><b>S1.E24</b> <b>Manipulative</b></p> <p><i>Striking, short implement</i></p>	<p>Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)</p>	<p>Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)</p>	<p>Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)</p>	<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)</p>	<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p>	<p>Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</p>

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Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E25</b> <b>Manipulative</b></p> <p><i>Striking, long implement</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation and proper body orientation. (S1.E25.2)</p>	<p>Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p>	<p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>
<p><b>S1.E26</b> <b>Manipulative</b></p> <p><i>In combination with locomotor</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments. (S1.E26.4)</p>	<p>Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)</p>

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Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E27</b> <b>Manipulative</b> <i>Jumping rope</i>	Executes a single jump with self-turned rope. (S1.E27.Ka)  Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)	Jumps forward or backward consecutively using a self- turned rope. (S1.E27.1a)  Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)	Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)  Jumps a long rope 5 times consecutively with student turners. (S1.E27.2b)	Performs inter-mediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)	Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)

## Bemidji Area Schools PE Standards (2016)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></b>						
<p><b>S2.E1</b> <b>Movement concepts</b></p> <p><i>Space</i></p>	<p>Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)</p> <p>Moves in personal space to a rhythm. (S2.E1.Kb)</p>	<p>Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1)</p>	<p>Combines locomotor skills in general space to a rhythm. (S2.E1.2)</p>	<p>Recognizes the concept of open spaces in a movement context. (S2.E1.3)</p>	<p>Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)</p> <p>Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)</p> <p>Dribbles in general space with changes in direction and speed. (S2.E1.4c)</p>	<p>Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</p>
<p><b>S2.E2</b> <b>Movement concepts</b></p> <p><i>Pathways, shapes, levels</i></p>	<p>Travels in 3 different pathways. (S2.E2.K)</p>	<p>Travels demonstrating low, middle and high levels. (S2.E2.1a)</p> <p>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)</p>	<p>Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.<sup>2</sup> (S2.E2.2)</p>	<p>Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)</p>	<p>Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)</p>	<p>Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)</p>

## Bemidji Area Schools PE Standards (2016)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S2.E3</b> <b>Movement concepts</b></p> <p><i>Speed, direction, force</i></p>	<p>Travels in general space with different speeds. (S2.E3.K)</p>	<p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p>	<p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p>	<p>Combines movement concepts (direction, levels, force or time) with skills as directed by the teacher. (S2.E3.3)</p>	<p>Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)</p> <p>Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)</p>	<p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, or extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p>
<p><b>S2.E4</b> <b>Movement concepts</b></p> <p><i>Alignment &amp; muscular tension</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</p> <p>Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</p>	<p><i>Applies skill.</i></p>	<p><i>Applies skill.</i></p>

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Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S2.E5</b> <b>Movement concepts</b>  <i>Strategies &amp; tactics</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Applies simple strategies &amp; tactics in chasing activities. (S2.E5.3a)</p> <p>Applies simple strategies in fleeing activities. (S2.E5.3b)</p>	<p>Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)</p> <p>Applies simple defensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4b)</p> <p>Recognizes the types of kicks needed for different games and sports situations. (S2. E5.4c)</p>	<p>Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Applies basic offensive and defensive strategies &amp; tactics in net/wall small-sided practice tasks. (S2.E5.5b)</p> <p>Recognizes the type of throw, volley or striking action needed for different games &amp; sports situations. (S2.E5.5c)</p>

## Bemidji Area Schools PE Standards (2016)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>						
<b>S3.E1 Physical activity knowledge</b>	Identifies active-play opportunities outside physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, or with the family). (S3.E1.2)	Charts participation in physical activities outside physical education class. (S3.E1.3a)  Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
<b>S3.E2 Engages in physical activity</b>	Actively participates in physical education class. (S3.E2.K)	Actively engages in physical education class. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	Engages in the activities of physical education class without teacher prompting. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
<b>S3.E3 Fitness knowledge</b>	Recognizes that when you move fast, your heart beats faster and you breathe faster. <sup>3</sup> (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)	Uses own body as resistance (e.g., holds body in plank position, animal walks) <sup>4</sup> for developing strength. (S3.E3.2a)  Identifies physical activities that contribute to fitness. (S3.E3.2b)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. <sup>5</sup> (S3.E3.4)	Differentiates between skill-related and health-related fitness. <sup>6</sup> (S3.E3.5)
<b>S3.E4 Fitness knowledge</b>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)

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Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S3.E5 Assessment &amp; program planning</b>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre- & post). (S3.E5.4a)  Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)  Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
<b>S3.E6 Nutrition</b>	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)	Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

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Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Exhibits responsible personal and social behavior that respects self and others.</i>						
<b>S4.E1 Personal responsibility</b>	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
<b>S4.E2 Personal responsibility</b>	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules & parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)  Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
<b>S4.E3 Accepting feedback</b>	Follows instruction/ directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)

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Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S4.E4 Working with others</b>	Shares equipment and space with others. (S4.E4.K)	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a)  Praises others for their success in movement performance. (S4.E4.3b)	Praises the movement performance of others both more and less-skilled. (S4.E4.4a)  Accepts players of all skill levels into the physical activity. (S4.E4.4b)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
<b>S4.E5 Rules &amp; etiquette</b>	Recognizes the established protocol for class activities. (S4.E5.K)	Exhibits the established protocols for class activities. (S4.E5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
<b>S4.E6 Safety</b>	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher re- minders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a)  Works safely with physical education equipment. (S4.E6.2b)	Works independently and safely in physical activity settings. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age-appropriate physical activities. (S4.E6.5)

## Bemidji Area Schools PE Standards (2016)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>						
<b>S5.E1 Health</b>	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of “good health balance.” (Refer to S3.E6.2)	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
<b>S5.E2 Challenge</b>	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
<b>S5.E3 Self-expression &amp; enjoyment</b>	Identifies physical activities that are enjoyable. <sup>7</sup> (S5.E3.Ka)  Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a)  Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, or practice tasks/games environment). (S5.E3.2)	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
<b>S5.E4 Social interaction</b>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)