

NORTHEAST COMMUNITY SCHOOL DISTRICT PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Standard #1 Use a variety of basic and advanced movement forms

Benchmarks for Grades K-3

1. The student will know the appropriate characteristics of and will be able to perform locomotor skills (crawling, walking, running, hopping, galloping, sliding, leaping, skipping, jumping, dodging).
2. The student will be able to know the appropriate characteristics of and will be able to perform gross motor skills - non locomotor (pushing, pulling, twisting, turning, pivoting, stretching, rocking, posture), balancing, bending.
3. Performs simple dance step in keeping with a specific tempo.
4. Travels forward, sideways, changing directions quickly.
5. The student will know the appropriate characteristics of and will perform gross and fine motor skills-manipulative (throwing, catching, striking, kicking, dribbling, rope jumping).
6. The student will know the appropriate characteristics of and will perform gross motor skills - non locomotor (balancing, pivoting, standing and sitting posture).

Benchmarks for Grades 4-6

1. The student will know the appropriate characteristics of and will perform gross motor skills - locomotor (running, sliding, leaping, jumping).
2. The student will know the appropriate characteristics of and will perform gross motor skills - non locomotor (balancing, pivoting, standing and sitting posture).
3. The student will be able to perform a variety of simple folk and square dances.
4. The student will be able to perform the appropriate characteristics of and will perform gross and fine motor skills - manipulative (throwing, catching, striking, kicking, dribbling, and rope jumping).

Benchmarks for Grades 7-8

1. Uses intermediate sport-specific skills for individual, dual, and team sports.
2. Uses intermediate sport-specific skills for outdoor activities.

Benchmarks for Grades 9-12

1. Uses advanced sport-specific skills in selected physical activities.
2. Uses skills in complex rather than modified versions of physical activities (e.g. more rules, more participants, and more strategies)

Standard #2 Use movement concepts and principles in the development of motor skills

Benchmarks for Grades K-3

1. The student should be able to correctly identify body planes (front, back, side) and body parts.
2. The student should be able to state the short term effects of physical activity on the heart and lungs.
3. The student should be able to explain that appropriate practice improves performance.

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Benchmarks for Grades 4-6

1. The student should be able to understand how heart rate is used to monitor exercise.
2. The student should understand why you transfer weight when propelling forward.
3. The student should be able to explain how appropriate practice improves performance.
4. The student should be able to identify physical and psychological benefits that result from long-term participation in physical activity.

Benchmarks for Grades 7-8

1. Understands principles of training and conditioning for specific physical activities.
2. Uses basic offensive and defensive strategies in a modified version of a team and individual sports.
3. Understands movement forms associated with highly skilled physical activities (e.g., successful serves and spikes in volleyball, passing the football, etc.)

Benchmarks for Grades 9-12

1. Understands biomechanical concepts that govern different types of movement.
2. Understands how sport psychology affects the performance of physical activities.
3. Understands the physiological principles governing fitness maintenance and improvement (e.g., overload principle, atrophy, and hypertrophy)
4. Uses offensive and defensive strategies and appropriate rules for sports and other physical activities.

Standard #3 Understand the benefits and cost associated with participation in physical activity

Benchmarks for Grades K-3

1. The student engages in moderate to vigorous physical activity.
2. The student participates in a variety of activities that involve manipulation of objects in and outside of physical education class.

Benchmarks for Grades 4-6

1. The student participates in organized sports activities.
2. The student monitors his or her physical activity by using heart rate monitors or pedometers.
3. The student understands the long-term psychological benefits of regular participation in physical activity.

Benchmarks for Grades 7-8

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1. Understands long-term physiological benefits of regular participation in physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition)
2. Understand long-term psychological benefits of regular participation in physical activity (e.g., healthy self-image, stress reduction, strong mental and emotional health)

Benchmarks for Grades 9-12

1. Understand factors that impact the ability to participate in physical activity (e.g., cost, available facilities, equipment required, personnel involved)
2. Understands how various factors (e.g., age, gender, race, ethnicity, socioeconomic status, and culture) affect physical activity preferences and participation.
3. Understands the potentially dangerous consequences and outcomes of participation in physical activity (e.g., physical injury, potential conflicts with others)

Standard #4 Understand how to monitor and maintain a health-enhancing level of physical fitness

Benchmarks for Grades K-3

1. The student can demonstrate sufficient muscular strength to be able to bear body weight for climbing and hanging.
2. The student can engage in a series of locomotor activities without tiring easily.
3. The student can participate in a variety of games that increase breathing and heart rate.
4. The student can sustain activity for increasingly longer periods of time while participating in various activities in physical education.
5. The student can move transversely along a rock wall with little teacher assistance.

Benchmarks for Grades 4-6

1. The student participates in selected activities that develop and maintain each component of physical fitness.
2. The student engages in appropriate physical activity that results in the development of cardio-respiratory endurance.
3. The student chooses to participate in sport activities that require high levels of muscular strength.
4. The student can explain the personal consequences of poor flexibility.
5. The student can maintain heart rate within the target heart rate zone(125-190) for a specified length of time(20 minutes) during aerobic activity.
6. The student can meet the age and gender-specific health-related fitness standards defined by the Presidential Physical Fitness Tests.
7. The student identifies his or her strengths and weaknesses based upon the results of the Presidential Physical Fitness Tests.

Benchmarks for Grades 7-8

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1. Engages in more advanced activities that develop and maintain cardio-respiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery)
2. Engages in more advanced activities that develop and maintain muscular strength endurance (e.g., calisthenics activities, resistance, and weight training)
3. Engages in more advanced levels of activity that develop and maintain flexibility
4. Understands the role of exercise and other factors in weight control and body composition
5. Understands basic principles of training that improve physical fitness (e.g., threshold, overload, specificity, frequency, intensity, duration, and mode of exercise)
6. Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility)
7. Knows how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals (e.g., fitness advisor data)
8. Knows how to differentiate the body's response to physical activities of various exercise intensities (e.g., measurement of heart rate, resting heart rate, heart rate reserve; taking pulse at rest and during exercise)

Benchmarks for Grades 9-12

1. Knows the personal status of one's cardio respiratory endurance
2. Knows personal status of muscular strength and endurance of the arms, shoulders, abdomen, back, and legs
3. Knows personal status of flexibility of the joints of the arms, legs, and trunk
4. Knows personal status of body composition
5. Meets health-related fitness standards for appropriate level of physical fitness (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility)
6. Knows how to monitor and adjust activity levels to meet personal fitness needs
7. Understands how to maintain an active lifestyle throughout life (e.g., participate regularly in physical activities that reflect personal interests)
8. Designs a personal fitness program that is based on the basic principles of training and encompasses all components of fitness (e.g., cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition)

Standard #5 Understand the social and personal responsibility associated with participation in physical activities

Benchmarks for Grades K-3

1. The student can practice specific skills as assigned until the teacher signals the end of practice.
2. The student can follow directions given to the class for an all-class activity.
3. The student honestly reports the results of work.
4. The student is able to work in a diverse group setting without interfering with others.

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5. The student accepts all playmates without regard to personal differences (ethnicity, gender, disability)
6. The student uses equipment and space safely and properly.

Benchmarks for Grades 4-6

1. The student cooperates with all class members by taking turns and sharing equipment
2. The student is able to work productively with a partner to improve performance of a dance sequence by following a detailed diagram of the process.
3. The student is able to take responsibility for his or her own behavior problem without blaming others.
4. The student regularly encourages others and refrains from put-down statements.

Benchmarks for Grades 7-8

1. Understands the importance of rules, procedures, and safe practice in physical activity settings
2. Understands proper attitudes toward both winning and losing
3. Knows the difference between inclusive (e.g., changing rules of activity to include less skilled players) and exclusionary (e.g., failing to pass ball to less skilled players) behaviors in physical activity settings
4. Understands physical activity as a vehicle for self-expression (e.g., various sport activities)

Benchmarks for Grades 9-12

1. Uses leadership and follower roles, when appropriate, in accomplishing group goals in physical activities
2. Works with others in a sport activity to achieve a common goal (e.g., winning a championship)
3. Understands how participation in physical activity fosters awareness of diversity (e.g., cultural, ethnic, gender, physical)
4. Includes persons of diverse backgrounds and abilities in physical activity
5. Understands the concept of "sportsmanship" and the importance of responsible behavior while participating in physical activities