

# **K-12 Physical Education**

## **Curriculum Guide: Standards, Concepts, Outcomes Assessments**

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# TABLE OF CONTENTS

Mission Statement and Vision .....	3
Preface to Curriculum Guide – Standards and Benchmarks .....	4
Definitions of Curriculum Components .....	5
Integration Areas .....	6
Textbook Guidelines .....	7
Curriculum Guidelines	
Kindergarten – 2nd grade .....	9
Grades 3-6 .....	20
Grades 7-8 .....	31
Grades 9-12 .....	39

The textbooks and supplements we recommended support the curriculum guide.

## MISSION STATEMENT

The Diocese of Davenport will foster the faith formation and spiritual growth of all persons based on standards of academic excellence which are rooted in Gospel values and Catholic Church teachings and celebrations so that faith becomes living, conscious, and active.

Therefore,

- All faith formation opportunities (parish, school, family) exist to teach and live the Gospel message of Jesus Christ
- Parents are the primary educators, and the parish and school are partners with parents in the faith formation and spiritual development of their children/adolescents
- Each person, regardless of race, cultural heritage, age or sex, will be provided with a warm, caring environment which fosters self-esteem, and helps to develop talents, skills and interests according to individual learning abilities
- The content of all faith formation opportunities within the diocese shall follow the curriculum guidelines set forth by the Diocese of Davenport, the Documents of Vatican II, and the Catechism of the Catholic Church
- All individuals appreciating the value of human dignity for themselves and others come together in liturgical celebration, and are called forth to establish a peace-filled, just, global society

## VISION

The Diocese of Davenport will continue to base expectations of student learning on rigorous standards of academic excellence which address each child's developmental needs, and are rooted in Gospel values and Catholic Church teachings.

### **POLICY 610.0**

#### *Instruction Curriculum Guidelines*

It shall be the policy of the Davenport Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. A long-range plan for reviewing and refining the curriculum shall be developed and updated annually. Each parish and school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

## **PREFACE TO CURRICULUM GUIDE – STANDARDS AND BENCHMARKS**

The Diocesan Standards and Benchmarks do not constitute a curriculum guide, however they are an expectation of a minimum amount of material to be covered in a group of grades or cluster. This document first list the major area of study or standard. The standard or major area of study remains the same for all grade levels. Listed below the standard is either an interval benchmark or a grade level benchmark. These two benchmarks further delineate the information covered to a more specific learning objective. After the grade level benchmark specific skills, vocabulary, and objectives are included to give teachers very specific information for part of a daily lesson.

The Diocesan Standards and Benchmarks should be the driving force for what is taught in the classroom, not a text book or individual preference. These items can form a part of what is taught in the classroom but can not replace the concepts stated in this document.

Another important piece of information included in these standards and benchmarks are references to the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED). These footnotes allow the teacher to know what items are included in these standardized tests. Beginning in 2005 the specific grade level and number of times the subject is covered on the test will also be listed.

The various State of Iowa Integration Areas are also listed in our standards and benchmarks. These areas are listed as A-Career Knowledge, B Communication Skills, C Global Education, D Higher Order Thinking Skills, E Multicultural and Gender Fair, and F Technology, and Gospel Values.

## DEFINITIONS OF CURRICULUM COMPONENTS

Standards	Standards are general statements that identify what information students should know/understand or what skills/processes they should be able to do as a result of their educational experience
Interval Benchmark	Interval benchmarks describe what students should know and be able to do as a result of their educational experience.
Grade Level Benchmark	Grade Level Benchmark are very similar to interval benchmarks, but are more specific. These statements might be the focus of the lesson or one part of the lesson.
Skills	Skills specific task a student should be able to understand and perform.
Vocabulary	Vocabulary are terms the teacher and students should use to describe particular parts of a benchmark.
Objectives	Objectives are a statement of what the student will know after mastering the concept.

## **INTEGRATION AREAS**

- CE - Career Education
- CS - Communication Skills
- GE - Global Education
- TS - Higher Order Thinking Skills
- MN - Multicultural and Gender Fair
- T - Technology
- G - Gospel Values/Guidance

## TEXTBOOK GUIDELINES

Score by using:

(A)	Excellent
(B)	Good
(C)	Acceptable
(D)	Poor
(NI)	Not Included
(NA)	Not Applicable

### I. Authorship

- \_\_\_\_\_ A. Authorship consistent throughout total program
- \_\_\_\_\_ B. Background qualifications/experience in subject area

### II. General Characteristics

- \_\_\_\_\_ A. Current publication date
- \_\_\_\_\_ B. Attractive appearance
- \_\_\_\_\_ C. Written in clear, concise form
- \_\_\_\_\_ D. Reasonable cost

### III. Philosophy

- \_\_\_\_\_ A. Clearly stated and acceptable
- \_\_\_\_\_ B. Comments: \_\_\_\_\_  
\_\_\_\_\_

### IV. Subject Matter Content, Program, Assessment (Student Textbook)

- \_\_\_\_\_ A. The program is current and research-based (Standards, etc.)
- \_\_\_\_\_ B. Required infusion areas are represented
- \_\_\_\_\_ C. The textbook objectives (general and specific) match curriculum goals  
\_\_\_\_\_ List and comment: *(Please attach separate sheet)*
- \_\_\_\_\_ D. Provides for individual differences *(Identify)*
- \_\_\_\_\_ E. Curriculum is assessment-driven
- \_\_\_\_\_ F. Uses multiple assessment components *(Identify)*
- \_\_\_\_\_ G. Appeals to student interests
- \_\_\_\_\_ H. Provides sufficient coverage
- \_\_\_\_\_ I. Adequately presents concepts and skills

**V. Teacher's Manual**

- \_\_\_\_\_ A. Includes a reproduction of the student text
- \_\_\_\_\_ B. Provides a comprehension program overview
- \_\_\_\_\_ C. Includes a program scope and sequence
- \_\_\_\_\_ D. Provides directions on "how to use" the teaching guide
- \_\_\_\_\_ E. Provides lesson plans
- \_\_\_\_\_ F. Provides ideas for lessons, activities, etc.
- \_\_\_\_\_ G. Provisions for meeting the needs of students of different abilities
- \_\_\_\_\_ H. Evaluation materials, suggestions for multiple assessments
- \_\_\_\_\_ I. Provides list of materials needed for lessons and our explanation of how to use them
- \_\_\_\_\_ J. Provides answers to all problems, questions and exercises.
- \_\_\_\_\_ Comments:

**VI. Textbook Features**

- \_\_\_\_\_ A. Suitable readability
- \_\_\_\_\_ B. Attractive format, illustrations, tables, graphs, etc.
- \_\_\_\_\_ C. Durable and attractive cover
- \_\_\_\_\_ D. Binding is durable and allows book to open flat
- \_\_\_\_\_ E. Pages, paper, and type are appropriate and attractive

**TEXTBOOK EVALUATIONS PROFILE CHART**

(Compile results by category)

- \_\_\_\_\_ I. Authorship
- \_\_\_\_\_ II. General Characteristics
- \_\_\_\_\_ III. Philosophy
- \_\_\_\_\_ IV. Subject Matter Content, Program, Assessments
- \_\_\_\_\_ V. Teacher's Manual
- \_\_\_\_\_ VI. Textbook Features

**Curriculum Guide  
Grades K-2**

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level PK - 2**

**Standard 1:** Uses a variety of basic and advanced movement forms

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Uses a variety of basic locomotor movements

**Vocabulary:**

- locomotor movement
- running
- skipping
- hopping
- galloping
- sliding

**Objective:**

- Locomotor skills

**2. Grade Level Benchmark:** Uses a variety of basic non-locomotor skills

**Vocabulary:**

- non-locomotor skill
- bending
- twisting
- stretching
- turning
- lifting

**Objective:**

- Body awareness
- Nonlocomotor skills
- Personal Space

**3. Grade Level Benchmark:** Uses a variety of basic object control skills

**Vocabulary:**

- object-control skill
- underhand throw
- overhand throw
- catch
- hand dribble
- foot dribble
- kick and strike
- ball
- basketball
- softball
- catch

**Objective:**

- Manipulative skills

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level PK - 2**

**4. Grade Level Benchmark:** Uses simple combinations of fundamental movement skills

**Vocabulary:**

- movement skill
- locomotor skill
- non-locomotor skill
- object-control skill
- body control
- rhythmical skill

**Objective:**

- Locomotor skills
- Nonlocomotor skills
- Manipulative skills
- Body awareness
- Rhythm

**5. Grade Level Benchmark:** Uses control in weight-bearing activities on a variety of body parts

**Vocabulary:**

- weight-bearing activity
- jumping
- landing
- take-off

**Objective:**

- Locomotor skills

**6. Grade Level Benchmark:** Uses control in balance activities on a variety of body parts

**Vocabulary:**

- balance activity
- headstand travel activity
- backward
- direction
- rhythm
- traveling pattern

**Objective:**

- Nonlocomotor skills
- Balance
- Speed
- Force
- Flow
- Rhythm
- Balance

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level PK - 2**

7. **Grade Level Benchmark:** Uses control in travel activities on a variety of body parts

**Vocabulary:**

- travel activity
- backward
- direction
- rhythm
- traveling pattern

**Objective:**

- Speed
- Force
- Flow
- Rhythm
- Balance

8. **Grade Level Benchmark:** Uses smooth transitions between sequential motor skills

**Vocabulary:**

- transition
- motor skill

**Objective:**

- Speed
- Force
- flow

9. **Grade Level Benchmark:** Uses locomotor skills in rhythmical patterns

**Vocabulary:**

- locomotor skill
- rhythmical pattern

**Objective:**

- Locomotor skills
- Speed
- Force
- Flow
- Rhythm

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level K-2**

**Standard 2:** Uses movement concepts and principles in the development of motor skills

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Understands a vocabulary of basic movement concepts (TS)

**Vocabulary:**

- movement concept
- personal space
- level
- speed
- weight
- balance
- twist

**Objective:**

- Space awareness
- Balance
- Speed
- Force
- flow

2. **Grade Level Benchmark:** Understands terms that describe a variety of relationships with objects

**Vocabulary:**

- object
- over
- under
- behind
- alongside
- through
- **Objective:**
- Space awareness

3. **Grade Level Benchmark:** Uses concepts of space awareness and movement control with a variety of basic skills while interacting with others (CS)

**Vocabulary:**

- space awareness
- movement control
- running
- hopping
- skipping

**Objective:**

- Space awareness
- Locomotor skills

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level K-2**

- 4. Grade Level Benchmark:** Understands the critical elements of a variety of basic movement patterns such as throwing
- Vocabulary:**
- movement pattern
  - throwing
  - ready position
  - arm preparation
  - throwing arm
  - follow-through
- Objective:**
- Manipulative skills
- 5. Grade Level Benchmark:** Understands the importance of practice in learning skills (CE)
- Vocabulary:**
- Practice
  - skill
- Objective:**
- Practice and improvement

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level K - 2**

**Standard 3:** Understands the benefits associated with participation in physical activity

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Understands the health benefits of physical activity

**Vocabulary:**

- health benefit
- physical activity
- good health
- physical endurance

**Objective:**

- Benefits of fitness
- Effects of physical activity

Diocese of Davenport  
Physical Education Standards and Benchmarks  
Grade Level K-2

**Standard 4:** Understands how to monitor and maintain a health-enhancing level of physical fitness

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Engages in basic activities that cause cardiorespiratory exertion (GE)

**Vocabulary:**

- Activity
- cardiorespiratory exertion
- running
- galloping
- skipping
- hopping
- exercise

**Objective:**

- Cardiorespiratory fitness

2. **Grade Level Benchmark:** Knows how to measure cardiorespiratory fitness

**Vocabulary:**

- cardiorespiratory fitness
- heartbeat
- pulse rate

**Objective:**

- Measures of fitness
- Cardiorespiratory fitness

3. **Grade Level Benchmark:** Knows the physiological indicators that accompany moderate to vigorous physical activity

**Vocabulary:**

- physiological indicator
- perspiration
- increased heart rate
- breathing rate
- physical activity

**Objective:**

- Measures of fitness
- Effects of physical activity

4. **Grade Level Benchmark:** Engages in activities that develop muscular strength and endurance

**Vocabulary:**

- Activity
- muscular strength
- muscular endurance
- climbing

Diocese of Davenport  
Physical Education Standards and Benchmarks  
Grade Level K-2

- hanging
- weight

**Objective:**

- Muscular strength and endurance

**5. Grade Level Benchmark:** Engages in activities that require flexibility

**Vocabulary:**

- Activity
- Flexibility
- sit-and-reach position
- joint
- range of motion

**Objective:**

- Flexibility

**6. Grade Level Benchmark:** Knows similarities and differences in body height, weight, and shape

**Vocabulary:**

- Height
- Weight
- body shape

**Objective:**

- Body composition

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level K - 2**

**Standard 5:** Understands the social and personal responsibility associated with participation in physical activity (GE)(MN)

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Follows rules and procedures with little reinforcement

**Vocabulary:**

- Rule
- Procedure
- Playground
- Classroom
- gymnasium

**Objective:**

- Rules for safety

**2. Grade Level Benchmark:** Uses equipment and space safely and properly (CE)

**Vocabulary:**

- equipment

**Objective:**

- Rules for safety

**3. Grade Level Benchmark:** Understands the purpose of rules in games (CS)

**Vocabulary:**

- game rule
- game

**Objective:**

- Rules for safety

**4. Grade Level Benchmark:** Understands the social contributions of physical activity

**Vocabulary:**

- physical activity
- cooperation
- team sport

**Objective:**

- Cooperation and respect
- Team play

**5. Grade Level Benchmark:** Works cooperatively with another to complete an assigned task (GE) (MN)

**Vocabulary:**

- Cooperation
- take turn
- player

**Objective:**

- Cooperation and respect

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level K - 2**

- 6. Grade Level Benchmark:** Understands the elements of socially acceptable conflict resolution in physical activity settings (CS)

**Vocabulary:**

- conflict resolution
- physical activity
- cooperation
- sharing
- consideration

**Objective:**

- Conflict resolution
- Cooperation and respect

- 7. Grade Level Benchmark:** Understands the importance of playing, cooperating, and respecting others regardless of personal differences (CS)

**Vocabulary:**

- play
- cooperation
- respect
- gender
- ethnicity
- disability
- physical activity

**Objectives:**

- Cooperation and respect

**Curriculum Guide  
Grades 3-6**

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

**Standard 1:** Uses a variety of basic and advanced movement forms

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Uses mature form in object control skills

**Vocabulary:**

- object-control skill
- underhand throw
- overhand throw
- catch
- hand dribble
- foot dribble
- kick and strike
- batting
- punt
- pass

**Objective:**

- Manipulative skills

**2. Grade Level Benchmark:** Uses basic sport-specific skills for a variety of physical activities

**Vocabulary:**

- sport-specific skill
- basketball chest pass
- soccer dribble
- fielding
- softball
- glove

**Objective:**

- Manipulative skills
- Game skills

**3. Grade Level Benchmark:** Uses mature form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of selected modified games, sports, and dances (TS)

**Vocabulary:**

- Sequence
- locomotor skill
- object-control skill
- rhythmical skill
- game
- sport
- dance
- step
- running
- stopping
- throwing
- shooting

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

- kicking
- sideline soccer

**Objective:**

- Locomotor skills
- Manipulative skills
- Rhythm
- Dance
- Game skills

- 4. Grade Level Benchmark:** Uses mature form in balance activities on a variety of apparatuses

**Vocabulary:**

- balance activity
- balance board
- large apparatus
- skate

**Objective:**

- Balance

- 5. Grade Level Benchmark:** Uses beginning strategies for net and invasion games

**Vocabulary:**

- net and invasion game
- striking pattern
- ball
- racket sport
- hand and foot dribble
- stealing the ball
- basketball
- opponent

**Objective:**

- Game strategies

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

**Standard 2:** Uses movement concepts and principles in the development of motor skills

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Uses information from a variety of internal and external sources to improve performance (TS)

**Vocabulary:**

- internal source
- external source
- performance
- group project
- student journal
- self-assessment
- peer review
- coach review

**Objective:**

- Practice and improvement
- Assessment

2. **Grade Level Benchmark:** Understands principles of practice and conditioning that improve performance

**Vocabulary:**

- Practice
- Conditioning
- performance

**Objective:**

- Practice and improvement
- Training and conditioning

3. **Grade Level Benchmark:** Understands proper warm-up and cool-down techniques and reasons for using them

**Vocabulary:**

- warm-up
- cool-down

**Objective:**

Training and conditioning

4. **Grade Level Benchmark:** Uses basic offensive and defensive strategies in unstructured game environments (TS)

**Vocabulary:**

- offensive strategy
- defensive strategy
- game
- rule
- participant

**Objective:**

- Game strategies

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

**Standard 3:** Understands the benefits and costs associated with participation in physical activity

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Knows about opportunities for participation in physical activities both in and out of school

**Vocabulary:**

- physical activity
- recreational league
- intramural sport
- club

**Objective:**

- Types of physical activity
- Opportunities for physical activity

**2. Grade Level Benchmark:** Chooses physical activities based on a variety of factors

**Vocabulary:**

- physical activity
- personal interest
- capability
- challenge

**Objective:**

- Types of physical activity
- Benefits of fitness

**3. Grade Level Benchmark:** Knows factors that inhibit physical activity

**Vocabulary:**

- physical activity
- substance abuse

**Objective:**

- Healthy habits

**4. Grade Level Benchmark:** Knows how to modify activities to be more health-enhancing

**Vocabulary:**

- health-enhancing
- walking
- riding

**Objective:**

- Types of physical activity
- Healthy habits

**5. Grade Level Benchmark:** Understands detrimental effects of physical activity

**Vocabulary:**

- detrimental effect
- physical activity
- muscle soreness
- overuse injury

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

- over-training
- temporary tiredness
- inability

**Objective:**

- Effects of physical activity

**6. Grade Level Benchmark:** Understands activities that provide personal challenge  
(CE) (GE)(MN)

**Vocabulary:**

- personal challenge
- risk-taking
- adventure
- competitive activity

**Objective:**

- Types of physical activity

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

**Standard 4:** Understands how to monitor and maintain a health-enhancing level of physical fitness

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Engages in activities that develop and maintain cardiorespiratory endurance

**Vocabulary:**

- endurance activity
- cardiorespiratory endurance
- timed walk/run
- distance walk/run
- heart rate

**Objective:**

- Cardiorespiratory fitness

2. **Grade Level Benchmark:** Engages in activities that develop and maintain muscular strength

**Vocabulary:**

- Activity
- muscular strength
- push-up
- pull-up
- curl-up
- isometric strength activity
- jump rope

**Objective:**

- Muscular strength and endurance

3. **Grade Level Benchmark:** Engages in activities that develop and maintain flexibility of the major joints

**Vocabulary:**

- Activity
- Flexibility
- Joint
- sit and reach
- trunk twist
- arm-shoulder stretch

**Objective:**

- Flexibility

4. **Grade Level Benchmark:** Knows the effects of physical activity and nutrition on body composition

**Vocabulary:**

- physical activity
- nutrition
- body composition

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

**Objective:**

- Effects of physical activity
- Body composition
- Healthy habits

**5. Grade Level Benchmark:** Knows how to monitor intensity of exercise

**Vocabulary:**

- Intensity
- Exercise
- heart rate
- breathing rate
- perceived exertion
- recovery rate

**Objective:**

- Measures of fitness
- Effects of physical activity

**6. Grade Level Benchmark:** Meets health-related fitness standards for appropriate level of a standardized physical fitness test

**Vocabulary:**

- fitness standard
- physical-fitness test
- aerobic capacity
- body composition
- muscle strength
- endurance
- flexibility

**Objective:**

- Cardiorespiratory fitness
- Muscular strength and endurance
- Body composition
- Flexibility
- Evaluation of fitness

**7. Grade Level Benchmark:** Knows the characteristics of a healthy lifestyle

**Vocabulary:**

- Lifestyle
- physical activity
- proper nutrition

**Objective:**

- Healthy habits

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

- 8. Grade Level Benchmark:** Uses information from fitness assessments to improve selected fitness components (TS)

**Vocabulary:**

- fitness assessment
- fitness component
- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

**Objective:**

- Cardiorespiratory fitness
- Muscular strength and endurance
- Body composition
- Flexibility
- Evaluation of fitness
- Improvement and goal-setting

- 9. Grade Level Benchmark:** Participates in moderate to vigorous physical activity in a variety of settings

**Vocabulary:**

- physical activity
- gymnastics club
- community
- sport

**Objective:**

- Types of physical activity
- Opportunities for physical activity

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

**Standard 5:** Understands the social and personal responsibility associated with participation in physical activity

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations (CS)

**Vocabulary:**

- Rule
- Procedure
- Etiquette
- activity

**Objective:**

- Rules for safety

- 2. Grade Level Benchmark:** Works in a group to accomplish a set goal in both cooperative and competitive activities (CS)(G)

**Vocabulary:**

- Group
- Goal
- cooperative activity
- competitive activity

**Objective:**

- Team play
- Cooperation and respect

- 3. Grade Level Benchmark:** Understands the role of physical activities in learning more about others of like and different backgrounds (GE)(MN)

**Vocabulary:**

- physical activity
- background
- gender
- culture
- ethnicity
- disability

**Objective:**

- Diversity of individuals

- 4. Grade Level Benchmark:** Understands the physical challenges faced by people with disabilities (GE)(MN)

**Vocabulary:**

- physical challenge
- disability
- wheelchair basketball
- dancing
- hearing disability

**Objective:**

- Diversity of individuals

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 3-6**

- 5. Grade Level Benchmark:** Understands the origins of different sports and how they have evolved

**Vocabulary:**

- Origin
- sport

**Objective:**

- Sport
- Society
- Culture

**Curriculum Guide  
Grades 7-8**

**Standard 1:** Uses a variety of basic and advanced movement forms

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Uses intermediate sport-specific skills for individual, dual, and team sports

**Vocabulary:**

- sport-specific skill
- individual sport
- dual sport
- team sport

**Objective:**

- Game skills

**2. Grade Level Benchmark:** Uses intermediate sport-specific skills for dance and rhythmical activities

**Vocabulary:**

- sport-specific skill
- dance
- rhythmical activity

**Objective:**

- Game skills
- Dance
- Rhythm

**3. Grade Level Benchmark:** Uses intermediate sport-specific skills for outdoor activities

**Vocabulary:**

- sport-specific skill
- outdoor activity

**Objectives:**

- Game skills

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 7-8**

**Standard 2:** Uses movement concepts and principles in the development of motor skills

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Understands principles of training and conditioning for specific physical activities

**Vocabulary:**

- Training
- Conditioning
- physical activity

**Objective:**

- Training and conditioning
- Warm-ups and stretching

2. **Grade Level Benchmark:** Understands the critical elements of advanced movement skills

**Vocabulary:**

- advanced movement skill
- racing start
- freestyle swimming

**Objective:**

- Locomotor skills
- Body awareness

3. **Grade Level Benchmark:** Uses basic offensive and defensive strategies in a modified version of a team and individual sport

**Vocabulary:**

- offensive strategy
- defensive strategy
- team sport
- individual sport

**Objective:**

- Game strategies and Rules
- History of the Game

4. **Grade Level Benchmark:** Understands movement forms associated with highly skilled physical activities

**Vocabulary:**

- movement form
- physical activity
- serve the ball
- pass the ball
- spike the ball
- volleyball
- game

**Objective:**

- Game skills

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade 7-8**

**Standard 3:** Understands the benefits associated with participation in physical activity

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Understands long-term physiological benefits of regular participation in physical activity

**Vocabulary:**

- physiological benefit
- physical activity
- cardiovascular strength
- muscular strength
- flexibility
- body composition

**Objective:**

- Benefits of fitness
- Effects of physical activity

**2. Grade Level Benchmark:** Understands long-term psychological benefits of regular participation in physical activity

**Vocabulary:**

- psychological benefit
- physical activity
- self-image
- stress reduction
- mental health
- emotional health

**Objective:**

- Benefits of fitness

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 7-8**

**Standard 4:** Understands how to monitor and maintain a health-enhancing level of physical fitness

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Engages in more advanced activities that develop and maintain cardiorespiratory endurance

**Vocabulary:**

- endurance activity
- cardiorespiratory endurance
- time walk/run
- distance walk/run
- heart-rate recovery

**Objective:**

- Cardiorespiratory fitness

2. **Grade Level Benchmark:** Engages in more advanced activities that develop and maintain muscular strength and endurance

**Vocabulary :**

- activity
- muscular strength
- muscular endurance
- calisthenics
- resistance

**Objective:**

- Muscular strength and endurance

3. **Grade Level Benchmark:** Engages in more advanced levels of activity that develop and maintain flexibility

**Vocabulary:**

- Activity
- flexibility

**Objective:**

- Flexibility

4. **Grade Level Benchmark:** Understands the role of exercise and other factors in weight control and body composition

**Vocabulary:**

- Exercise
- weight control
- composition

**Objective:**

- Body composition
- Benefits of fitness

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 7-8**

- 5. Grade Level Benchmark:** Understands basic principles of training that improve physical fitness

**Vocabulary:**

- Training
- physical fitness
- threshold
- overload
- specificity
- frequency
- intensity
- duration
- mode of exercise

**Objective:**

- Training and conditioning

- 6. Grade Level Benchmark:** Meets health-related fitness standards for appropriate level of a standardized physical fitness test

**Vocabulary:**

- aerobic capacity
- body composition
- muscle strength
- endurance
- flexibility
- fitness standards
- physical fitness test

**Objectives:**

- Cardiorespiratory fitness
- Muscular strength and endurance
- Body composition
- Flexibility
- Evaluation of fitness

- 7. Grade Level Benchmark:** Knows how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals

**Vocabulary:**

- physical-fitness assessment
- fitness goal

**Objective:**

- Evaluation of fitness
- Improvement and goal-setting

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 7-8**

- 8. Grade Level Benchmark:** Knows how to differentiate the body's response to physical activities of various exercise intensities

**Vocabulary:**

- physical activity
- intensity
- heart rate
- resting heart rate
- heart-rate reserve
- pulse at rest, exercise

**Objective:**

- Measures of fitness

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 7-8**

**Standard 5:** Understands the social and personal responsibility associated with participation in physical activity

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Understands the importance of rules, procedures, and safe practice in physical activity settings

**Vocabulary:**

- Rule
- Procedure
- Practice
- physical activity

**Objective:**

- Rules for safety

- 2. Grade Level Benchmark:** Understands proper attitudes toward both winning and losing (CE) (G)

**Vocabulary:**

- Winning
- losing

**Objective:**

- Behavior and attitude

- 3. Grade Level Benchmark:** Knows the difference between inclusive and exclusionary behaviors in physical activity settings (G)

**Vocabulary:**

- inclusive behavior
- rule
- activity
- player
- exclusionary behavior
- pass
- ball
- physical activity

**Objective:**

- Behavior and attitude
- Cooperation and respect
- Diversity of individuals

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 7-8**

- 4. Grade Level Benchmark:** Understands physical activity as a vehicle for self-expression (CS)

**Vocabulary:**

- physical activity
- self-expression
- dance
- gymnastics
- sport

**Objective:**

- Sport
- Society
- culture

- 5. Grade Level Benchmark:** Understands the concept that physical activity is a microcosm of modern culture and society (TS)

**Vocabulary:**

- physical activity
- sport
- game
- dance
- microcosm
- culture

**Objective:**

- Sport
- Society
- culture

**Curriculum Guide  
Grades 9-12**

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

**Standard 1:**

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Uses advanced sport-specific skills in selected physical activities

**Vocabulary:**

- sport-specific skill
- physical activity
- aquatics
- dance
- outdoor pursuit
- individual sport
- dual sport
- team sport

**Objective:**

- Game skills

- 2. Grade Level Benchmark:** Uses skills in complex rather than modified versions of physical activities

**Vocabulary:**

- physical activity
- player
- participant
- rule
- strategy

**Objective:**

- Game skills

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

**Standard 2:**

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Understands biomechanical concepts that govern different types of movement

**Vocabulary:**

- biomechanical concept
- movement
- gymnastics skill

**Objective:**

- Science of movement and fitness

- 2. Grade Level Benchmark:** Understands how sport psychology affects the performance of physical activities

**Vocabulary:**

- sport psychology
- performance
- physical activity
- anxiety

**Objective:**

- Science of movement and fitness

- 3. Grade Level Benchmark:** Understands the physiological principles governing fitness maintenance and improvement

**Vocabulary:**

- physiological principle
- fitness
- overload principle
- law of specificity

**Objective:**

- Science of movement and fitness

- 4. Grade Level Benchmark:** Uses offensive and defensive strategies and appropriate rules for sports and other physical activities

**Vocabulary:**

- offensive strategy
- defensive strategy
- rule
- sport
- physical activity

**Objective:**

- Game strategies
- Game skills

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

**Standard 3:**

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Understands factors that impact the ability to participate in physical activity

**Vocabulary:**

- physical activity
- facility
- equipment

**Objective:**

- Factors in choosing activities
- Types of physical activity

- 2. Grade Level Benchmark:** Understands how various factors affect physical activity preferences and participation

**Vocabulary:**

- Age
- Gender
- Race
- Ethnicity
- socioeconomic status
- culture
- physical activity

**Objective:**

- Types of physical activity
- Factors in choosing activities

- 3. Grade Level Benchmark:** Understands the potentially dangerous consequences and outcomes of participation in physical activity

**Vocabulary:**

- physical activity
- physical injury
- conflict

**Objective:**

- Effects of physical activity

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

**Standard 4:**

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Knows personal status of cardiorespiratory endurance

**Vocabulary:**

- personal status
- cardiorespiratory endurance

**Objective:**

- Cardiorespiratory fitness

- 2. Grade Level Benchmark:** Knows personal status of muscular strength and endurance of the arms, shoulders, abdomen, back, and legs

**Vocabulary:**

- personal status
- muscular strength
- muscular endurance
- arm
- shoulder
- abdomen
- back
- leg

**Objective:**

- Muscular strength and endurance

- 3. Grade Level Benchmark:** Knows personal status of flexibility of the joints of the arms, legs, and trunk

**Vocabulary:**

- personal status
- flexibility
- joint
- arm
- leg
- trunk

**Objective:**

- Flexibility

- 4. Grade Level Benchmark:** Knows personal status of body composition

**Vocabulary:**

- personal status
- body composition

**Objective:**

- Body composition

- 5. Grade Level Benchmark:** Meets health-related fitness standards for appropriate level of a physical fitness test

**Vocabulary:**

- fitness standard

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

- physical-fitness test
- aerobic capacity
- body composition
- muscle strength
- endurance
- flexibility

**Objective:**

- Cardiorespiratory fitness
- Muscular strength and endurance
- Body composition
- Flexibility
- Evaluation of fitness

- 6. Grade Level Benchmark:** Knows how to monitor and adjust activity levels to meet personal fitness needs

**Vocabulary:**

- activity level
- fitness

**Objectives:**

- Evaluation of fitness
- Improvement and goal-setting

- 7. Grade Level Benchmark:** Understands how to maintain an active lifestyle throughout life

**Vocabulary:**

- Lifestyle
- physical activity
- personal interest

**Objective:**

- Opportunities for physical activity
- Healthy habits

- 8. Grade Level Benchmark:** Designs a personal fitness program that is based on the basic principles of training and encompasses all components of fitness

**Vocabulary:**

- personal fitness program
- training
- cardiovascular efficiency
- respiratory efficiency
- muscular strength
- muscular endurance
- flexibility
- body composition

**Objective:**

- Cardiorespiratory fitness
- Muscular strength and endurance
- Body composition

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

- Flexibility
- Training and conditioning
- Improvement and goal-setting

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

**Standard 5:**

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Uses leadership and follower roles, when appropriate, in accomplishing group goals in physical activities (CE)(GE)(MN)  
**Vocabulary:**
  - leadership role
  - follower role
  - group goal
  - physical activity**Objective:**
  - Team play
  - Cooperation and respect
  
- 2. Grade Level Benchmark:** Works with others in a sport activity to achieve a common goal (CS)(GE)(MN)  
**Vocabulary:**
  - Sport
  - Goal
  - team championship**Objective:**
  - Team play
  - Cooperation and respect
  
- 3. Grade Level Benchmark:** Understands how participation in physical activity fosters awareness of diversity (GE)(MN)  
**Vocabulary:**
  - physical activity
  - diversity
  - cultural
  - ethnic
  - gender
  - physical**Objective:**
  - Diversity of individuals
  - Cooperation and respect
  
- 4. Grade Level Benchmark:** Includes persons of diverse backgrounds and abilities in physical activity (GE)(MN)  
**Vocabulary:**
  - Background
  - Ability
  - Diverse
  - physical activity**Objective:**
  - Diversity of individuals
  - Cooperation and respect

**Diocese of Davenport**  
**Physical Education Standards and Benchmarks**  
**Grade Level 9-12**

- 5. Grade Level Benchmark:** Understands the history and purpose of international Competitions (GE)

**Vocabulary:**

- international competition
- Olympics
- Special Olympics
- Pan American Games
- World Cup Soccer

**Objective:**

- Sport
- Society
- culture

- 6. Grade Level Benchmark:** Understands the role of sport in a diverse world (TS)

**Vocabulary:**

- sport
- professional sport
- dance
- multiculturalism
- age
- gender

**Objective:**

- Sport
- Society
- Culture
- Diversity of individuals

- 7. Grade Level Benchmark:** Understands the concept of "sportsmanship" and the importance of responsible behavior while participating in physical activities

**Vocabulary:**

- Sportsmanship
- responsible behavior
- activity

**Objective:**

- Behavior and attitude
- Rules for safety