



Strands (Elementary)

Strand I. Movement

Practicing, analyzing, and using a variety of effective motor skills to establish a healthy lifestyle.

Strand II. Fitness and Wellness

Assessing, planning, developing, and maintaining a level of physical fitness and wellness necessary to meet the demands of an active, healthy lifestyle.

Strand III. Social, Mental , and Emotional Development

Developing behaviors that promote personal and group success. These include safe practices, adherence to rules and procedures, etiquette, cooperation, ethical behavior, positive social interaction, and a release of tension and anxiety.

Strand IV. Lifetime Activity

Experiencing sports, games, and recreational activities that develop diverse interests and proficiencies for immediate/lifelong participation.

Program Standards

Content Standards and Strands

Strand I. Movement

Program Standards:

K-5 Content Standards:

IA. Demonstrate competency in many movement forms and proficiency in a few movement forms.

- K.1 Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills.
- K.2 Demonstrate mature form in walking and running.
 - 1.1 Demonstrate a developing form in skipping, galloping, hopping and sliding.
 - 1.2 Demonstrate developing motor patterns in simple motor combinations (dribbling while walking.)
 - 1.3 Demonstrate smooth transitions between sequential skills (e.g., running into a jump).
 - 2.1 Demonstrate mature form in skipping, hopping, galloping, and sliding.
 - 2.2 Demonstrate mature motor patterns in simple combinations (e.g., dribbling while running).
 - 2.3 Demonstrate smooth transitions between sequential motors (e.g., running into a jump).
 - 2.4 Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations (e.g., partner needs for force production, tossing a ball to a moving partner, rising and sinking while twisting, different rhythms).
 - 2.5 Demonstrate control in traveling activities and weight bearing and balance activities on variety of body parts.
 - 3.1 Combine locomotor patterns with basic sports skills.
 - 3.2 Practice beginning skills of a few specialized movement forms.
 - 3.3 Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.
 - 4.1 Demonstrate mature form in locomotor patterns and selected manipulative and non-locomotor skills.
 - 4.2 Adapt a skill to the demands of a dynamic, unpredictable environment.
 - 4.3 Acquire beginning skills of a few specialized movement forms.
 - 4.4 Combine movement skills in applied settings.
 - 5.1 Apply basic sports skills and locomotor patterns.
 - 5.2 Demonstrate competency in advanced specialized skills.
 - 5.3 Adapt and combine skills to the demands of complex situations of selected movement forms.

K-5 Content Standards:

IB. Apply movement concepts and principles to the learning and development motor skills.

- K.1 Identify fundamental movement patterns (skip, strike).

- K.2 Establish a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).
- K.3 Apply appropriate concepts to performance (e.g., change direction while running).
 - 1.1 Explore fundamental movement patterns.
 - 1.2 Recognize that skill development requires practice.
 - 2.1 Identify the critical elements of basic movement patterns.
 - 2.2 Applies movement concepts to a variety of basic skills.
 - 2.3 Uses feedback to improve performance.
 - 3.1 Introduce and practice critical elements to improve personal performance in specialized motor skills.
 - 3.2 Uses feedback to improve performance.
 - 4.1 Apply critical elements to improve personal performance in fundamental and selected motor skills.
 - 4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others.
 - 4.3 Recognize and apply concepts that impact the quality of increasingly complex movement performance.
 - 5.1 Use basic offensive and defensive strategies in game situations.
 - 5.2 Develop patterns and combinations of movements into repeatable sequences.

Strand II. Fitness and Wellness

Program Standards:

K-5 Content Standards:

IIA. Exhibit a physically active lifestyle.

- K.1 Engage in moderate to vigorous physical activity.
- K.2 Select and participate in activities which require some physical exertion during unscheduled times.
- K.3 Identify likes and dislikes connected with participation in physical activity.
 - 1.1 Enjoys participating alone and with others.
 - 1.2 Engage in moderate to vigorous activity outside of physical education class.
 - 2.1 Experience and express pleasure from participation in physical activity.
 - 2.2 Engage in moderate to vigorous physical activity outside of physical education class.
 - 2.3 Identify at least one activity associated with each component of health related physical activity.
 - 3.1 Participate daily in some form of health enhancing physical activity.
 - 3.2 Experience the enjoyment from participating in physical activity.
 - 4.1 Select and participate regularly in physical activities for the purpose of improving skill and health.
 - 4.2 Identify the benefits derived from regular physical activity.
 - 4.3 Identify several moderate to vigorous physical activities that provide personal pleasure.
 - 5.1 Participate in some form of health enhancing physical activity.
 - 5.2 Experience different activities in regards to one's interests.
 - 5.3 Be knowledgeable about a healthy lifestyle.

K-5 Content Standards:

IIB. Achieve and maintains a health enhancing level of physical fitness.

- K.1 Sustain moderate to vigorous physical activity for short periods of time.
- K.2 Identify the physiological signs of moderate physical activity (e.g., fast rate and heavy breathing).
 - 1.1 Sustain moderate physical activity.
 - 1.2 Experience the physiological indicators that accompany moderate to vigorous activity.
- 2.1 Engage in sustained physical activity that causes an increased heart rate and heavy breathing.
- 2.2 Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).
- 2.3 Identify the components of health related physical fitness.
- 3.1 Identify and understand the components of health related physical fitness.
- 4.1 Identify several activities related to each component of physical fitness.
- 4.2 Associate results of fitness testing to personal health status and ability to perform various activities.
- 4.3 Meeting the health related fitness standards as defined by Fitnessgram.
- 5.1 Meet the health related fitness standards.
- 5.2 Participate in moderate to vigorous physical activity in various settings.

Strand III. Social, Mental and Emotional Development

Program Standards:

K-5 Content Standards:

IIIA. Demonstrate responsible personal and social behavior in physical activity settings.

- K.1 Apply, with teacher reinforcement, classroom rules and procedures, and safe practices.
- K.2. Share space and equipment with others.
 - 1.1 Follow directions.
 - 1.2 Demonstrate classroom procedures, rules and safe practices.
 - 1.3 Share space and equipment.
- 2.1 Apply rules, procedures, and safe practices with little or no reinforcement.
- 2.2 Follow directions.
- 2.3 Work cooperatively with another to complete an assigned task.
- 3.1 Follow directions the first time given.
- 3.2 Work cooperatively in small groups or independently.
- 4.1 Follow, with few reminders, activity specific rules, procedures, and etiquette.
- 4.2 Utilize safety principles in activity situations.
- 4.3 Work cooperatively and productively with a partner or small group.
- 5.1 Recognize the role of games, sports and dance in getting to know others of like and different cultures.
- 5.2 Accept and respect the decision of game officials.

K-5 Content Standards:

IIIB. Demonstrate understanding and respect for differences among people in physical activity settings.

- K.1 Recognize the joy of shared play.
- K.2 Interact positively with students in class regardless of personal differences (e.g., race, gender, disability).
 - 1.1 Interact positively with students in class regardless of personal differences.
 - 1.2 Appreciate the benefits that accompany cooperation and sharing.
- 2.1 Play and cooperate with others regardless of personal differences, (e.g., gender, ethnicity, disability).
 - 2.2 Treat others with respect during play.
 - 2.3 Resolve conflicts in socially acceptable ways.
- 3.1 Appreciate differences and similarities in physical activities.
 - 3.2 Treat others with respect during play.
- 4.1 Explore cultural/ethnic self awareness through participation in physical activity.
- 4.2 Recognize the attributes that individuals with differences can bring to group activities.
- 4.3 Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.
- 5.1 Resolve conflicts in socially acceptable ways.
- 5.2 Work cooperatively with both more and less skilled peers.

Strand IV. Lifetime Activity

Program Standards:

K-5 Content Standards:

IVA. Understand that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction.

- K.1 Engage in physical activities.
- K.2 Associate positive feelings with participation in physical activity.
- K.3 Try new movement activities and skills.
 - 1.1 Enjoys participating alone and with others.
 - 1.2 Learn to take turns.
 - 1.3 Try new activities.
- 2.1 Gain competence to provide increased enjoyment in movement.
 - 2.2 Try new activities.
 - 2.3 Express feelings about and during physical activity.
- 2.4 Enjoy interaction with friends through physical activity.
 - 3.1 Interacts with friends while participating in group activity.
 - 3.2 Increasing enjoyment in movement by trying new activities.
- 4.1 Experience enjoyment while participating in physical activity.
- 4.2 Enjoy practicing activities to increase skill competence.
- 4.3 Interact with friends while participating in group activities.
- 4.4 Use physical activity as a means of self expression.
- 5.1 Enjoy interaction with friends through physical activity.
- 5.2 Use physical activity to express feelings.
- 5.3 Seek personally challenging experiences in physically active experiences.

STRANDS (Secondary)

Strand I. Movement

Practicing, analyzing, and using a variety of effective motor skills to establish a healthy lifestyle.

Strand II. Fitness and Wellness

Assessing, planning, developing, and maintaining a level of physical fitness and wellness necessary to meet the demands of an active, healthy lifestyle.

Strand III. Social, Mental, and Emotional Development

Developing behaviors that promote personal and group success. These include safe practices, adherence to rules and procedures, etiquette, cooperation, ethical behavior, positive social interaction, and a release of tension and anxiety.

Strand IV. Recreational/Lifetime Activity

Experiencing sports, games, and recreational activities that develop diverse interests and proficiencies for immediate/lifelong participation.

Sioux City Community Schools

Physical Education

Leveled Benchmarks by Strand

Strand I: Movement

Program Standard 1.0: The student will demonstrate competency in many movement forms and proficiency in a few movement forms.

- 6.1 Demonstrate mature skills for basic locomotor and non-locomotor skills. (B1.1)
- 6.2 Demonstrate beginning strategies for net and invasion games. (B1.2)
- 7.1 Demonstrate intermediate skills for selected movement forms. (B1.3)
- 7.2 Demonstrate intermediate strategies for movement activities. (B1.4)
- 8.1 Demonstrate competency in modified versions of a variety of movement forms. (B1.5)
- 9.1 Demonstrate competence in few movements forms. (B1.6)
- 10.1 Demonstrate competence (basic skills, strategies and rules) in an increasing number of more complex versions of a least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, stunts, and tumbling. (SCI)*
- 12.1 Demonstrate proficiency in a few movement forms. (B1.7)

Program Standard 2.0: Applies movement concepts and principles to the learning and development of motor skills.

- 6.1 Identify and apply principles of practice and conditioning that enhance performance. (SC2)*
- 6.2 Use basic offensive and defensive strategies in non-complex settings. (SC3)*
- 7.1 Use intermediate offense and defensive strategies in more complex settings. (B2.1)
- 7.2 Identify the elements of intermediate movement skills. (B2.2)
- 8.1 Understand and apply more advanced movement and game strategies. (B2.3)
- 8.2 Identify the critical elements of more advanced movement skills. (B2.4)
- 8.3 Identify the characteristics of highly skilled performance in a few movement forms. (B2.5)
- 8.4 Understand and apply more advanced discipline specific knowledge. (B2.6)
- 9.1 Develop and apply more advanced movement and game strategies. (SC4)*
- 9.2 Understand and apply more advanced discipline specific knowledge in a moderately structure environment. (B2.7)
- 10.1 Use more specialized knowledge to develop movement competence or proficiency. (B2.8)
- 10.2 Identify and apply critical elements to enable the development of movement competence/proficiency. (B2.9) *Sioux City Benchmark
- 10.3 Identify and apply characteristics of highly skilled performance to enable the movement competency/proficiency. (B2.10)

- 10.4 Understand and independently apply discipline specific information to their performance. (B2.11)
- 11.1 Develop an awareness of resources available to aid in the development of movement competence. (B2.12)
- 12.1 Know and understand pertinent scientifically based information regarding movement performance. (B2.13)
- 12.2 Independently apply advance movement-specific information. (B2.14)
- 12.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills. (B2.15)

Strand II: Fitness and Wellness

Program Standard 1.0: Exhibits a physically active lifestyle

- 6.1 Participates daily in health enhancing physical activity. (B1.1)
- 6.2 Identify opportunities in the school and community that provide regular participation in a physical activity that enhances personal interest and capabilities. (B1.2)
- 7.1 Participate in a vigorous activity for a sustained period of time. (B1.3)
- 7.2 Participates in physical activities both in and out of school based on the individual interests and capabilities. (B1.4)
- 8.1 Establish personal physical activity goals. (B1.5)
- 8.2 Participate regularly in health-enhancing physical activities to accomplish these goals (in and out of the physical education class). (B1.6)
- 8.3 Explore a variety of new physical activities for personal interest in and out of physical education class. (B.1.7)
- 8.4 Describe the relationships between a healthy lifestyles and “feeling good”. (B1.8)
- 9.1 Develop personal physical activity goals. (B1.5)
- 10.1 Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting. (SC5)
- 10.2 Participate in a vigorous activity for a sustained period of time. (B1.3)
- 10.3 Seek and select physical activities from a variety of movement forms based on personal interest, meaning and capabilities. (B1.4)
- 10.4 Develop and conduct independently a personal physical activity program meeting their needs. (B1.10)
- 11.1 Develop and conduct independently a personal physical activity program and understand the benefits. (B1.5)
- 12.1 Have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout their life. (B1.12)
- 12.2 Understand how activity participation patterns are likely to change throughout and have some strategies to deal with those changes. (B1.13)

Program Standard 2.0: Achieves and maintains a health-enhancing level of physical fitness.

- 6.1 Meets health related fitness standards. (B2.1)

- 6.2 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. (B2.2)
- 7.1 Meets the health related fitness standards. (B2.1)
- 7.2 Work independently with minimal supervision in pursuit of personal fitness goals. (B2.3)
- 8.1 Participate in a variety of health-related fitness activities in both school and non-school settings. (B2.4)
- 8.2 Assess physiological indicators of exercise during and after physical activity. (B2.5)
- 8.3 Understand and apply basic principles of training to improving physical fitness. (B2.6)
- 8.4 Begin to develop personal fitness goals independently. (B2.7)
- 8.5 Meet the health-related fitness standards. (B2.8)
- 9.1 Participate in a variety of health-related fitness activities in both school and non-school settings. (B2.4)
- 9.2 Meet the health-related fitness standards. (B2.1)
- 10.1 Participate in a variety of health enhancing physical activities in both school and non-school settings. (B2.4)
- 10.2 Use principles of training for the purpose of modifying levels of fitness. (B2.9)
- 10.3. Assess personal health-related fitness status. (B2.10)
- 10.4 Begin to design personal health-related fitness programs based on an accurately assessed fitness profile. (B2.11)
- 10.5 Meet the health-related fitness standards. (B2.1)
- 11.1 Participate regularly in health-enhancing fitness activities with moderate teaching mandates. (B2.12)
- 11.2 Meet the health-related fitness standards. (B2.1)
- 12.1 Participate regularly in health-enhancing fitness activities independent of teaching mandates. (B2.12)
- 12.2 Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs. (B2.13)
- 12.3 Design a personal fitness program. (B2.11)
- 12.4 Meet the health-related fitness standards. (B2.1)

Strand III: Social and Mental/Emotional

Program Standard 1.0: Demonstrates responsible personal and social behavior in physical activity settings.

- 6.1 Accept and respect decision by those in authority. (B1.1)
- 7.1 Accept and respect decision by those in authority. (B1.1)
- 8.1 Recognize and understand the influence of peer pressure. (B1.2)
- 8.2 Solve problems by analyzing causes and potential solutions. (B1.3)
- 8.3 Analyze and understand potential consequences when confronted with a behavior choice. (B1.4)
- 8.4 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings. (B1.5)
- 9.1 Recognize and understand the influence of peer pressure. (B1.2)

- 9.2 Analyze and understand potential consequences when confronted with a behavior choice. (B1.4)
- 10.1 Apply safe practices, rules, procedures and etiquette in all physical activity settings. (B1.6)
- 10.2 Act independently of peer pressure. (B1.7)
- 10.3 Resolve conflicts in appropriate ways. (B1.8)
- 10.4 Keep the importance of winning and losing in perspective relative to other established goals of participation. (B1.9)
- 11.1 Act independently of peer pressure. (B1.7)
- 11.2 Resolve conflicts in appropriate ways. (B1.8)
- 11.3 Keep the importance of winning and losing in perspective relative to other established goals of participation. (B1.9)
- 12.1 Initiate independent and responsible personal behavior in physical activity settings. (B1.1)
- 12.2 Accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish group goals. (B1.11)
- 12.3 Anticipate potentially dangerous consequences and outcomes of participation in physical activity. (B1.12)

Program Standard 2.0: Demonstrates understanding and respect for differences among people in physical activity settings.

- 6.1 Work cooperatively with both more and less skilled peers. (B2.1)
- 6.2 Cooperate with disabled peers and those of different gender, race, and ethnicity (B2.2)
- 7.1 Participate with and show respect for persons of like and different skill levels. (B2.3)
- 7.2 Participate with and accept the differences in the behaviors of people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences. (B2.4)
- 8.1 Recognize the role of sport, games, and dance in modern culture. (B2.5)
- 8.2 Identify behaviors that are supportive and inclusive in physical activity. (B2.7)
- 8.3 Willingly participate with others of diverse culture, ethnicity and race during physical activity. (B2.7)
- 9.1 Recognize and understand the role of sport, games, and dance in modern culture. (B2.5)
- 9.2 Willingly participate with others of diverse culture, ethnicity and race during physical activity. (B2.7)
- 10.1 Recognize and understand the value of sport and physical activity in understanding multiculturalism. (B2.9)
- 10.2 Invite others with differences (e.g., ethnicity, gender, disabilities) to join in personally enjoyable physical activity. (B2.10)
- 11.1 Recognize and understand the value of sport and physical activity in understanding multiculturalism. (B2.9)
- 11.2 Invite others with differences (e.g., ethnicity, gender, disabilities) to join in personally enjoyable physical activity. (B2.10)

- 12.1 Recognize the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender and physical diversity. (B2.12)
- 12.2 Develop strategies for including persons from diverse backgrounds and characteristics in physical activity they select for leisure pursuits. (B2.13)

Strand IV Recreation/Lifetime Activity Program

Program Standard 1.0: Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

- 6.1 Demonstrate enjoyment and a positive opportunity to participate in physical activity. (B1.1)
- 6.2 Seek personally challenging experiences in physical activity. (B1.2)
- 7.1 Recognize and participate in physical activity as a positive opportunity for social and group interaction. (B1.3)
- 7.2 Identify new and challenging opportunities in the school and community for regular participation in physical activity. (B1.4)
- 8.1 Enjoy participation in physical activity. (B1.5)
- 8.2 Recognize the social benefits of participation in physical activity. (B1.6)
- 8.3 Try new and challenging activities. (B1.7)
- 8.4 Recognize physical activity as a vehicle for self expression. (B1.8)
- 9.1 Enjoy participation in physical activity. (B1.5)
- 9.2 Try new and challenging activities. (B1.7)
- 10.1 Enjoy participating in a variety of physical activities in competitive and recreational settings. (B1.9)
- 10.2 Pursue new activities both alone or with others. (B1.10)
- 10.3 Enjoy working with others in a sport activity to achieve a common goals. (B1.11)
- 10.4 Recognize that physical activity can provide a positive social environment for activities with others. (B1.12)
- 11.1 Enjoy participation in physical activity. (B1.5)
- 11.2 Recognize that physical activity can provide opportunities for positive social interaction. (B.1.12)
- 11.4 Recognize the positive feelings that result from physical activity participation and with others. (B1.13)
- 12.1 Enjoy participation in physical activity. (B1.5)
- 12.2 Recognize that physical activity can provide opportunities for positive social interaction. (B1.12)
- 12.4 Recognize the positive feelings that result from physical activity participation alone and with others. (B1.13)