

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

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

**A.** Uses a variety of basic locomotor movements

**Vocabulary:**

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

**Objective:**

- Locomotor skills

**B.** Uses a variety of basic non-locomotor skills

**Vocabulary:**

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

**Objective:**

- Body awareness
- Nonlocomotor skills
- Personal Space

**C.** 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 Sioux City**  
**Physical Education Standards and Benchmarks**  
**Grade Level PK - 2**

**D.** 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

**E.** Uses control in weight-bearing activities on a variety of body parts

**Vocabulary:**

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

**Objective:**

- Locomotor skills

**F.** 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 Sioux City**  
**Physical Education Standards and Benchmarks**  
**Grade Level PK - 2**

**G.** 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

**H.** Uses smooth transitions between sequential motor skills

**Vocabulary:**

- transition
- motor skill

**Objective:**

- Speed
- Force
- flow

**I.** Uses locomotor skills in rhythmical patterns

**Vocabulary:**

- locomotor skill
- rhythmical pattern

**Objective:**

- Locomotor skills
- Speed
- Force
- Flow
- Rhythm

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

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

**A. Grade Level Benchmark:** Understands a vocabulary of basic movement concepts

**Vocabulary:**

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

**Objective:**

- Space awareness
- Balance
- Speed
- Force
- flow

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

**Vocabulary:**

- object
- over
- under
- behind
- alongside
- through

▪ **Objective:**

- Space awareness

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

**Vocabulary:**

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

**Objective:**

- Space awareness
- Locomotor skills

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

**D. 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

**E. Grade Level Benchmark:** Understands the importance of practice in learning skills

**Vocabulary:**

- Practice
- skill

**Objective:**

- Practice and improvement

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

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

**A. 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 Sioux City  
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. Grade Level Benchmark:** Engages in basic activities that cause cardiorespiratory exertion)

**Vocabulary:**

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

**Objective:**

- Cardiorespiratory fitness

**B.** Knows how to measure cardiorespiratory fitness

**Vocabulary:**

- cardiorespiratory fitness
- heartbeat
- pulse rate

**Objective:**

- Measures of fitness
- Cardiorespiratory fitness

**C** 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

**D.** Engages in activities that develop muscular strength and endurance

**Vocabulary:**

- Activity
- muscular strength
- muscular endurance
- climbing

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

- hanging
- weight

**Objective:**

- Muscular strength and endurance

**E.** Engages in activities that require flexibility

**Vocabulary:**

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

**Objective:**

- Flexibility

**F.** Knows similarities and differences in body height, weight, and shape

**Vocabulary:**

- Height
- Weight
- body shape

**Objective:**

- Body composition



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

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

**A.** Follows rules and procedures with little reinforcement

**Vocabulary:**

- Rule
- Procedure
- Playground
- Classroom
- gymnasium

**Objective:**

- Rules for safety

**B.** Uses equipment and space safely and properly

**Vocabulary:**

- equipment

**Objective:**

- Rules for safety

**C.** Understands the purpose of rules in games

**Vocabulary:**

- game rule
- game

**Objective:**

- Rules for safety

**D.** Understands the social contributions of physical activity

**Vocabulary:**

- physical activity
- cooperation
- team sport

**Objective:**

- Cooperation and respect
- Team play

**E.** Works cooperatively with another to complete an assigned task

**Vocabulary:**

- Cooperation
- take turn
- player

**Objective:**

- Cooperation and respect

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

**F.** Understands the elements of socially acceptable conflict resolution in physical activity settings

**Vocabulary:**

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

**Objective:**

- Conflict resolution
- Cooperation and respect

**G.** Understands the importance of playing, cooperating, and respecting others regardless of personal differences

**Vocabulary:**

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

**Objectives:**

- Cooperation and respect