



**Diocese of Madison**

**PHYSICAL EDUCATION  
STANDARDS & BENCHMARKS**



**Grades K—8**  
Office of Catholic Schools

## Introduction

The Standards and Benchmarks for Physical Education in the schools of the Diocese of Madison were derived from SHAPE's National Standards for Physical Education. The National Standards state what every student should be able to know and do as a result of a quality physical education, and these Standards were used as a framework upon which Benchmarks were created and customized by Physical Educators in the Diocese of Madison.

SHAPE's National Standards, and subsequent Diocese of Madison specific Benchmarks, were determined based on the varying situations of Physical Education in the Diocese of Madison. In addition, the committee members based the Benchmarks on the following philosophical points:

1. Physical Education promotes lifelong well-being as part of an active, healthy lifestyle
2. Individuals should work together to develop problem-solving skills in a safe environment
3. The concept of the whole child as a participant is priority, but should not minimize the value of knowledge of physical education components and skills
4. Individuals and groups should actively model appropriate morals and values in accordance with our Catholic faith
5. Any technology use in the physical education classroom should be of an additive nature, not transformative. In contrast to other content areas, active and physical participation is the mode for which students can achieve the Standards and Benchmarks.

It is also assumed that each Standard, and subsequent set of Benchmarks, integrate tenets of the Catholic faith. No one Standard or Benchmark alone identifies Catholic teachings and Doctrine, as it was the belief of the revision committee that Catholic teachings can be incorporated in to all Standards and Benchmarks through the curriculum in a locally appropriate fashion. It is the chief responsibility of the Catholic Educator to uphold this belief. Underlying the Standards and Benchmarks is the fact that Faith is an active journey.

In addition, an underlying assumption of a Catholic Education is that Educators should model a journey that is counter-cultural in nature. Physical Education should be taught in a manner that allows students to understand that what one sees in the popular culture of American life is not necessarily the best representation of our faith.

Elements of a healthy lifestyle were incorporated into the Benchmarks, and should be integrated into all subject areas as appropriate, in accordance with the whole-child philosophical point as listed above.

The committee recommends the following guidelines when appropriating Physical Education into the curriculum of any Catholic School in the Diocese of Madison:

1. A state certified Physical Education teacher should instruct all levels of Physical Education
2. The amount of time for physical education should be ninety minutes per week, which should not include recess or organized Athletics (typically outside of school hours)
3. Organized Athletics or related activities are not a viable substitute for physical education class within the school curriculum

Diocese of Madison Physical Education Standards Revision Committee Members:

Michael Flanagan; Assistant Superintendent, Office of Catholic Schools

Dustin Ambort; St. Peter, Ashton / Sacred Heart School, Reedsburg

Michelle Cieslewicz; Holy Ghost / Immaculate Conception, Dickeyville / Kieler

Kathy Wackett; St. Bernard / St. Henry, Watertown

February 2015

<b>PE</b>	<b>Physical Education Standards</b>
-----------	-------------------------------------

**1. The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns**

- A Locomotor Skills
- B Dance and Rhythms
- C Nonlocomotor Skills
- D Manipulatives - Striking
- E Manipulatives - Movement
- F Manipulatives - Implements

**2. The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance**

- A Space, Pathways, Levels
- B Speed, Force, Direction
- C Strategies and Tactics

**3. The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness**

- A Physical Education Knowledge
- B Fitness Knowledge
- C Nutrition

**4. The physically literate individual will exhibit responsible personal and social behavior that respects self and others**

- A Personal Responsibility
- B Accepting Feedback
- C Working with Others
- D Rules & Etiquette
- E Safety

**5. The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

- A Physical Health
- B Mental Health
- C Challenge
- D Self-expression and Enjoyment
- E Social Interaction

		Kindergarten:	Grade 1:	Grade 2:
<b>PE.1 The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns</b>				
A	Locomotor Skills	Perform simple locomotor skills such as jumping and landing, hopping, galloping, running, jogging, skipping, sliding, leaping, etc., while maintaining balance	Perform simple locomotor skills such as jumping and landing, hopping, galloping, running, jogging, skipping, sliding, leaping, etc., while maintaining balance	Perform locomotor skills in a mature pattern
B	Dance and Rhythms	Perform locomotor skills in response to teacher-led creative dance	Combine locomotor and nonlocomotor skills in a teacher-designed dance	Perform a teacher and/or student-designated rhythmic activity with correct response to simple rhythms
C	Nonlocomotor Skills	Demonstrate balance and transfer weight from one body part to another	Demonstrate balance and transfer weight while maintaining control of the body	Demonstrate control of the body in varying leveled positions
D	Manipulatives - Striking	Demonstrate ability to strike a nonmoving object with an implement	Demonstrate ability to strike a nonmoving object with an implement	Demonstrate ability to strike a moving object with an implement
E	Manipulatives - Movement	Demonstrate ability to manipulate individually by underhand throwing, kicking, catching, rolling, dribbling, and volleying	Demonstrate ability to manipulate individually, toward a target, by overhand throwing, kicking, catching, rolling, dribbling, and volleying	Demonstrate ability to manipulate with a partner by throwing, kicking, catching, rolling, passing, and volleying
F	Manipulatives - Implements	Demonstrate ability to strike a nonmoving object with an implement	Demonstrate ability to strike a nonmoving object with an implement	Demonstrate ability to strike a moving object with an implement

		Grade 3:	Grade 4:	Grade 5:
<b>PE.1 The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns</b>				
A	Locomotor Skills	Perform locomotor skills in a mature pattern	Combine locomotor skills within the context of individual and team activities	Combine locomotor skills with manipulative skills within the context of individual and team activities
B	Dance and Rhythms	Perform teacher-selected and developmentally appropriate dance steps and movement patterns	Combine locomotor movement patterns and dance steps to create and perform an original dance	Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance
C	Nonlocomotor Skills	Apply balance and transfer weight within an activity	Apply balance and weight transfer while using an apparatus	Exhibit control of the body in terms of balance and weight transfer within an activity
D	Manipulatives - Striking	Demonstrate ability to manipulate with a variety of implements	Demonstrate ability to manipulate with a variety of implements	Demonstrate ability to manipulate with a variety of implements with accuracy
E	Manipulatives - Movement	Demonstrate ability to manipulate with accuracy	Demonstrate ability to manipulate with varying objects	Demonstrate ability to manipulate with varying objects with accuracy
F	Manipulatives - Implements	Demonstrate ability to manipulate with a variety of implements	Demonstrate ability to manipulate with a variety of implements	Demonstrate ability to manipulate with a variety of implements with accuracy

		Grade 6:	Grade 7:	Grade 8:
<b>PE.1 The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns</b>				
A	Locomotor Skills			
B	Dance and Rhythms	Demonstrate correct rhythm and pattern for various dance forms	Demonstrate correct rhythm and pattern for various dance forms	Demonstrate correct rhythm and pattern for various dance forms with a partner
C	Nonlocomotor Skills	Apply appropriate timing while performing activities involving balance and weight transfer	Apply appropriate timing while performing activities involving balance and weight transfer	Apply weight transfer and balance to lifetime activities
D	Manipulatives - Striking	Apply ability to manipulate a variety of implements within organized settings	Apply ability to manipulate a variety of implements within organized settings	Demonstrate strategic manipulation of an object with an implement within organized settings
E	Manipulatives - Movement	Apply ability to manipulate varying objects within organized settings	Apply ability to manipulate varying objects within organized settings	Demonstrate strategic manipulation of objects within organized settings
F	Manipulatives - Implements	Apply ability to manipulate a variety of implements within organized settings	Apply ability to manipulate a variety of implements within organized settings	Demonstrate strategic manipulation of an object with an implement within organized settings

		Kindergarten:	Grade 1:	Grade 2:
<b>PE.2 The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance</b>				
A	Space, Pathways, Levels	Move in personal and general space to a rhythm in different pathways	Move in personal and general space to a rhythm within varying levels and in relationship to objects	Demonstrate locomotor skills through shapes, levels, and pathways
B	Speed, Force, Direction	Travel in general space with different speeds	Differentiate between fast and slow speeds, as well as strong and light force	Vary time and force with gradual increases and decreases
C	Strategies and Tactics			



		Grade 3:	Grade 4:	Grade 5:
<b>PE.2 The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance</b>				
A	Space, Pathways, Levels	Demonstrate locomotor skills within open spaces through a wide variety of physical activities	Apply the concept of moving in open and closed spaces to combination skills	Combine spacial and movement concepts within an activity
B	Speed, Force, Direction	Combine movement concepts, including direction, levels, force, and time, with skills	Demonstrate movement concepts of speed and endurance with appropriate force and direction	Apply movement concepts of speed and endurance with appropriate force and direction within an activity
C	Strategies and Tactics	Apply simple strategies and tactics in chasing and fleeing activities	Apply simple offensive and defensive strategies in chasing and fleeing activities	Apply simple offensive and defensive strategies within an activity

		Grade 6:	Grade 7:	Grade 8:
<b>PE.2 The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance</b>				
A	Space, Pathways, Levels	Demonstrate creating and reducing space within an activity	Demonstrate creating and reducing space within an organized game activity	Demonstrate creating and reducing space within an organized game activity
B	Speed, Force, Direction	Identify movement concepts while varying placement, force, timing, and pacing within an activity	Demonstrate movement concepts while varying placement, force, timing, and pacing within an activity	Apply movement concepts while varying placement, force, timing, and pacing within an activity
C	Strategies and Tactics	Identify how movement concepts are related to offensive and defensive tactics and strategies	Demonstrate how movement concepts are related to offensive and defensive tactics and strategies	Apply speed, direction, and communication to offensive and defensive tactics and strategies

		Kindergarten:	Grade 1:	Grade 2:
<b>PE.3 The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</b>				
A	Physical Education Knowledge	Identify active-play opportunities outside physical education class	Discuss the benefits of being active, exercising, and playing	Understand large-motor and/or manipulative physical activities for participation outside physical education class
B	Fitness Knowledge	Recognize that moving faster results in a faster heartbeat and breathing pattern	Identify the heart as a muscle that grows stronger with physical activity	Identify physical activities that contribute to fitness
C	Nutrition	Recognize that food provides energy for physical activity	Differentiate between healthy and unhealthy foods	Recognize the balance between nutrition and physical activity

		Grade 3:	Grade 4:	Grade 5:
<b>PE.3 The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</b>				
A	Physical Education Knowledge	Identify physical activity benefits as a way to become healthier	Apply opportunities for participating in physical activity outside of physical education class	Understand how opportunities for participating in physical activity outside of physical education class benefits fitness
B	Fitness Knowledge	Recognize the importance of warm-up and cool down	Identify the components of health-related fitness	Understand the difference between skill-related and health-related fitness
C	Nutrition	Identify foods and beverages that are beneficial for before and after physical activity	Discuss the importance of hydration and hydration choices relative to physical activities	Understand the impact of food choices relative to physical activity

		Grade 6:	Grade 7:	Grade 8:
<b>PE.3 The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</b>				
A	Physical Education Knowledge	Describe how being physically active leads to a healthy body	Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers	Explain the connections between fitness and overall physical and mental health
B	Fitness Knowledge	Identify the components of skill-related and health-related fitness	Distinguish between skill-related and health-related fitness	Identify skills and activities within the five components of health-related fitness
C	Nutrition	Identify foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels	Develop strategies for balancing healthy food, snacks, and water intake, along with daily physical activity	Describe the relationship between poor nutrition and health risk factors

		Kindergarten:	Grade 1:	Grade 2:
<b>PE.4 The physically literate individual will exhibit responsible personal and social behavior that respects self and others</b>				
A	Personal Responsibility	Follow directions in group settings and take responsibility for behavior when prompted	Accept personal responsibility by following rules when using equipment within the learning environment	Practice skills with minimal teacher prompting
B	Accepting Feedback	Accept directions when prompted	Respond appropriately to general feedback from the teacher	Accept specific corrective feedback from the teacher
C	Working with Others	Share equipment and space with others	Work independently with others in a variety of class environments	Work independently with others in partner environments
D	Rules & Etiquette	Recognize class routines and rules	Demonstrate class routines and rules	Recognize the role of rules and etiquette in teacher-designed activities
E	Safety	Follow directions for safe participation and proper use of equipment with minimal reminders	Follow directions for safe participation and proper use of equipment without teacher reminders	Work independently and safely

		Grade 3:	Grade 4:	Grade 5:
<b>PE.4 The physically literate individual will exhibit responsible personal and social behavior that respects self and others</b>				
A	Personal Responsibility	Exhibit personal responsibility in teacher-directed activities, and work independently for extended periods of time	Display responsible behavior in independent group situations	Engage in physical activity with responsible interpersonal behavior
B	Accepting Feedback	Accept and implement specific corrective feedback from the teacher	Listen respectfully to corrective feedback from others	Give corrective feedback respectfully to peers
C	Working with Others	Work cooperatively with others, encouraging one another	Accept players of all skill levels	Accept, recognize, and actively involve others with all skill levels
D	Rules & Etiquette	Recognize the role of rules and etiquette in activities involving peers	Exhibit etiquette and adherence to rules in a variety of physical activities	Exhibit etiquette and adherence to rules in a variety of physical activities
E	Safety	Work independently and safely	Work safely with peers and equipment	Apply safety principles during activities

		Grade 6:	Grade 7:	Grade 8:
<b>PE.4 The physically literate individual will exhibit responsible personal and social behavior that respects self and others</b>				
A	Personal Responsibility	Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors	Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates	Accept responsibility for improving one's own levels of physical activity and fitness
B	Accepting Feedback	Demonstrate self-responsibility by implementing specific corrective feedback to improve performance	Provide corrective feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills	Provide encouragement and feedback to peers without prompting from the teacher
C	Working with Others	Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback	Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts	Respond appropriately to peer behavior by using rules and guidelines for resolving conflict
D	Rules & Etiquette	Exhibit etiquette and adherence to rules in a variety of physical activities	Demonstrate knowledge of rules and etiquette by self-officiating activities	Demonstrate knowledge of rules and etiquette by self-officiating activities
E	Safety	Independently use physical activity and exercise equipment appropriately and safely	Independently use physical activity and exercise equipment appropriately and safely	Independently use physical activity and exercise equipment appropriately, identifying specific safety concerns associated with a particular activity



		Kindergarten:	Grade 1:	Grade 2:
<b>PE.5 The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</b>				
A	Physical Health	Recognize that physical activity is important for good health	Identify physical activity as a component of good health	Recognize the relationship between nutrition and physical activity
B	Mental Health			
C	Challenge	Acknowledge that some physical activities are challenging or difficult	Recognize that challenge in physical activities can lead to success	Understand that physical activities can bring confidence and challenge
D	Self-expression and Enjoyment	Identify physical activities that are enjoyable	Recognize positive feelings that result from participating in physical activities	Describe positive feelings that result from participating in physical activities
E	Social Interaction			

		Grade 3:	Grade 4:	Grade 5:
<b>PE.5 The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</b>				
A	Physical Health	Recognize the relationship between physical activity and good health	Understand the health benefits of participating in physical activity	Understand how being physically active leads to a healthy body
B	Mental Health			
C	Challenge	Recognize the challenges that come from learning new physical activities	Understand the challenges that come from learning new physical activities	Describe the challenges that come from learning new physical activities
D	Self-expression and Enjoyment	Understand the reasons for enjoying selected physical activities	Understand the enjoyment of participating in different physical activities	Understand reasons for a positive or negative response to physical activities
E	Social Interaction	Recognize the need to work with others	Understand how to work with partners, small groups, and large groups	Describe social aspects of participating in physical activities

		Grade 6:	Grade 7:	Grade 8:
<b>PE.5 The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</b>				
A	Physical Health	Understand differing health benefits of participating in various physical activities	Explain differing health benefits of participating in various physical activities	Identify the five components of health-related fitness and describe the connections between fitness and overall physical health
B	Mental Health	Identify components of physical activity that provide opportunities for reducing stress and for social interaction	Identify positive mental and emotional aspects of participating in a variety of physical activities	Describe the connections between fitness and overall mental and emotional health
C	Challenge	Understand how to cope with individual challenges in a positive manner	Understand how to cope with team challenges in a positive manner	Demonstrate problem-solving techniques when coping with individual and/or team challenges in a positive manner
D	Self-expression and Enjoyment	Understand how self-expression and physical activity are related	Describe the relationship between self-expression and lifelong enjoyment through physical activity	Demonstrate enjoyment through self-selected physical activities
E	Social Interaction	Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity	Demonstrate the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates	Demonstrate respect for self by asking for help and helping others in various physical activities