



**Adventist Education**

A JOURNEY TO EXCELLENCE

# Elementary Physical Education

2016

**ELEMENTARY PHYSICAL EDUCATION STANDARDS  
IN SEVENTH-DAY ADVENTIST SCHOOLS**

**OFFICE OF EDUCATION** | North American Division Seventh-day Adventist Church

## ADVENTIST EDUCATION STANDARDS

Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Standards in NAD Seventh-day Adventist schools reflect the Adventist worldview across the K-12 curricula as well as the integration of national and provincial/state standards. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God's intention?), Fall (How has God's purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?).

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

## PHYSICAL EDUCATION DOMAINS

1. **MOTOR SKILLS** - Demonstrates competency in a variety of motor skills and movement patterns.
2. **PERFORMANCE APPLICATION** - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. **PHYSICAL FITNESS** - Demonstrates the knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.
4. **RESPONSIBLE BEHAVIOR** - Exhibits responsible personal and social behavior that respects self and others as children of God.
5. **VALUES HEALTH** - Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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## STANDARDS CODING

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard begins with the content area abbreviation in letters; all are identified with PE-Physical Education (**PE.K.MS.1**). The second part of the code refers to the grade level (**PE.K.MS.1**). The third part of the code refers to the particular physical education domain (**PE.K.MS.1**), with MS standing for Motor Skills. The fourth part of the code refers to a particular skill within the physical education domain (**PE.K.MS.1**). The coding system that follows each standard is the National Standards & Grade-Level Outcomes for K-12 Physical Education that aligns with the NAD standard. Where no code exists, there is no corresponding national standard. Words which are italicized within the standard document are defined in the glossary located on the NAD website. Embedded in the electronic version is a feature which allows for the definition to appear when hovering over the italicized word.

## ADDITIONAL PHYSICAL EDUCATION RESOURCES

Resources can be accessed on the NAD website — Standards, Class Structure and Lesson Plans, Recommended Physical Education Curriculum, Critical Elements, Resources and Equipment, Glossary, Frequently Asked Questions.

## CREDITS

The following resources were referenced in developing *Physical Education Standards for Seventh-day Adventist Schools*: a sampling of state standards, the National Standards & Grade-Level Outcomes for K-12 Physical Education created by SHAPE (Society of Health and Physical Education) America, the NAD Curriculum Guide & Resource Manuals for Physical Education Grades K-12, and The Core of Adventist Education Curriculum.

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# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – MOTOR SKILLS

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)		
<b>Essential Question:</b> Why did God create our bodies for movement?		<b>Big Idea:</b> Movement contributes to healthy physical development, in keeping with God’s original plan for our lives.		
K	Locomotor	PE.K.MS.1 Performs <i>locomotor</i> skills (e.g., hopping, galloping, running, sliding) while maintaining balance. (S1.E1.K; S1.E3.K)		
	Non-locomotor	PE.K.MS.2 Maintains momentary stillness on different body parts. (S1.E7.Ka) PE.K.MS.3 Contrasts the actions of <i>curling</i> and <i>stretching</i> . (S1.E10.K)		
	Manipulative	PE.K.MS.4 Throws underhand with opposite foot forward. (S1.E13.K)		
		PE.K.MS.5 Drops a ball and catches it before it bounces twice. (S1.E16.Ka)		
		PE.K.MS.6 Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)		
		PE.K.MS.7 Dribbles a ball with one hand, attempting the second dribble. (S1.E17.K)		
		PE.K.MS.8 Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)		
		PE.K.MS.9 Kicks a stationary ball from a stationary position, displaying 2 of the 5 <i>critical elements</i> of a mature kick. (S1.E21.K)		
		PE.K.MS.10 Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)		
		PE.K.MS.11 Strikes a lightweight object with a paddle or <i>short-handled racket</i> . (S1.E24.K)		
		PE.K.MS.12 Executes a single jump with self-turned rope. (S1.E27.Ka)		
		PE.K.MS.13 Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)		
		1	Locomotor	PE.1.MS.1 Hops, jogs, and slides using a <i>mature pattern</i> . (S1.E1.1) PE.1.MS.2 Jumps and lands in a horizontal plane demonstrating 2 of the 5 <i>critical elements</i> . (S1.E3.1) PE.1.MS.3 Jumps and lands in a vertical plane demonstrating 2 of the 5 <i>critical elements</i> . (S1.E4.1)
Non-locomotor	PE.1.MS.4 Transfers weight from one body part to another in personal <i>self-space</i> . (S1.E8.1) PE.1.MS.5 Demonstrates twisting, <i>curling</i> , bending, and <i>stretching</i> actions. (S1.E10.1)			
Manipulative	PE.1.MS.6 Throws underhand, demonstrating 2 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E13.1)			
	PE.1.MS.7 Catches a soft object from a self-toss before it bounces. (S1.E16.1a)			
	PE.1.MS.8 Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)			
	PE.1.MS.9 Dribbles continuously in personal <i>self-space</i> using the preferred hand. (S1.E17.1)			
	PE.1.MS.10 Taps or dribbles a ball using the inside of the foot while walking in <i>general space</i> . (S1.E18.1)			
	PE.1.MS.11 Approaches a stationary ball and kicks it forward, displaying 2 of the 5 <i>critical elements</i> of a mature kick. (S1.E21.1)			
	PE.1.MS.12 Volleys an object with an open palm, sending it upward. (S1.E11.1)			
	PE.1.MS.13 Strikes a ball with a <i>short-handled implement</i> , sending it upward. (S1.E24.1)			
	PE.1.MS.14 Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)			
	PE.1.MS.15 Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)			
	2		Locomotor	PE.2.MS.1 Runs, <i>skips</i> , and gallops using a <i>mature pattern</i> . (S1.E1.2; S1.E2.2a) PE.2.MS.2 Travels showing differentiation between <i>jogging</i> and <i>sprinting</i> . (S1.E2.2b) PE.2.MS.3 Jumps and lands in a horizontal plane using 1- and 2-foot take-offs and landings demonstrating 4 of the 5 <i>critical elements</i> . (S1.E3.2) PE.2.MS.4 Demonstrates 4 of the 5 <i>critical elements</i> for jumping and landing in a <i>vertical plane</i> . (S1.E4.2) PE.2.MS.5 Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)
			Non-locomotor	PE.2.MS.6 Balances in an <i>inverted position</i> with stillness and supportive bases. (S1.E7.2b) PE.2.MS.7 Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2) PE.2.MS.8 Differentiates among twisting, <i>curling</i> , bending, and <i>stretching</i> actions. (S1.E10.2)
			Manipulative	PE.2.MS.9 Throws underhand using a <i>mature pattern</i> . (S1.E13.2)
PE.2.MS.10 Throws overhand demonstrating 2 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E14.2)				
PE.2.MS.11 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)				
PE.2.MS.12 Dribbles in personal <i>self-space</i> with preferred hand demonstrating a <i>mature pattern</i> . (S1.E17.2a)				
PE.2.MS.13 Dribbles using the preferred hand while walking in <i>general space</i> . (S1.E17.2b)				
PE.2.MS.14 Dribbles with the feet in <i>general space</i> with control of ball and body. (S1.E18.2)				
PE.2.MS.15 Uses a continuous <i>running</i> approach and kicks a moving ball, demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E21.2)				
PE.2.MS.16 Volleys an object upward with consecutive hits. (S1.E22.2)				
PE.2.MS.17 Strikes an object upward with a <i>short-handled implement</i> , using consecutive hits. (S1.E24.2)				
PE.2.MS.18 Strikes a ball off a tee or cone with a bat using correct grip and <i>side orientation/proper body orientation</i> . (S1.E25.2)				
PE.2.MS.19 Jumps a self-turned rope consecutively forward and backward with a <i>mature pattern</i> . (S1.E27.2a)				
PE.2.MS.20 Jumps a long rope five times consecutively with student turners. (S1.E17.2b)				
3		Locomotor		PE.3.MS.1 Leaps using a <i>mature pattern</i> . (S1.E1.3) PE.3.MS.2 Travels showing differentiation between <i>sprinting</i> and <i>running</i> . (S1.E2.3) PE.3.MS.3 Jumps and lands in both the horizontal and <i>vertical planes</i> using a <i>mature pattern</i> . (S1.E3.3; S1.E4.3) PE.3.MS.4 Performs a sequence of <i>locomotor</i> skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
		Non-locomotor		PE.3.MS.5 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3) PE.3.MS.6 Transfers weight from feet to hands for momentary weight support. (S1.E8.3) PE.3.MS.7 Moves into and out of <i>gymnastics</i> balances with <i>curling</i> , twisting, and <i>stretching</i> actions. (S1.E10.3)
		Manipulative		PE.3.MS.8 Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
				PE.3.MS.9 Throws overhand, demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> , in a <i>static environment</i> for distance/force. (S1.E14.3)
				PE.3.MS.10 Catches a gently tossed hand-size ball from a partner, displaying 4 of the 5 <i>critical elements</i> of a mature catch. (S1.E16.3)
				PE.3.MS.11 Dribbles and travels in <i>general space</i> at slow to moderate jogging speed with control of ball and body. (S1.E17.3)
	PE.3.MS.12 Dribbles with the feet in <i>general space</i> at slow to moderate jogging speed with control of ball and body. (S1.E18.3)			
	PE.3.MS.13 Passes and receives ball with insides of feet to a stationary partner, <i>giving on reception</i> before returning pass. (S1.E19.3)			
	PE.3.MS.14 Uses a continuous <i>running</i> approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 <i>critical elements</i> of a <i>mature pattern</i> for each. (S1.E21.3a)			
	PE.3.MS.15 Uses a continuous <i>running</i> approach and kicks a stationary ball for accuracy. (S1.E21.3b)			
	PE.3.MS.16 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E22.3)			
	PE.3.MS.17 Strikes an object with a <i>short-handled implement</i> , sending it forward over a low net or to a wall. (S1.E24.3a)			
	PE.3.MS.18 Strikes a ball with a <i>short-handled implement</i> while demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E24.3b)			
	PE.3.MS.19 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. (Use batting tee or ball tossed by teacher for batting.) (S1.E25.3)			
	PE.3.MS.20 Performs intermediate jump-rope skills (e.g., tricks, <i>running</i> in and out of rope) for both long and short ropes. (S1.E27.3)			
	4		Locomotor	PE.4.MS.1 Uses various <i>locomotor</i> skills in a variety of <i>small-sided practice tasks</i> and educational <i>gymnastics</i> experiences. (S1.E1.4) PE.4.MS.2 Runs for distance using a <i>mature pattern</i> . (S1.E2.4) PE.4.MS.3 Uses <i>spring-and-step takeoffs</i> and landings specific to <i>gymnastics</i> . (S1.E3.4) PE.4.MS.4 Combines traveling with <i>manipulative skills</i> (e.g., dribbling, throwing) in teacher-and/or student-designed <i>small-sided practice tasks</i> . (S1.E6.4)
			Non-locomotor	PE.4.MS.5 Balances on different bases of support on <i>apparatus</i> , demonstrating levels and shapes. (S1.E7.4) PE.4.MS.6 Transfers weight from feet to hands, varying speed and using large extensions (e.g., <i>handstand, cartwheel</i> ). (S1.E8.4) PE.4.MS.7 Moves into and out of balance on <i>apparatus</i> with <i>curling</i> , twisting, and <i>stretching</i> actions. (S1.E10.4) PE.4.MS.8 Combines traveling with balance and weight transfers to create a <i>gymnastics</i> sequence with/without equipment. (S1.E12.4)
			Manipulative	PE.4.MS.9 Throws overhand using a <i>mature pattern</i> in <i>static environments</i> (closed skills). (S1.E14.4a)
				PE.4.MS.10 Throws overhand to a partner or at a target with accuracy from a reasonable distance. (S1.E14.4b)
				PE.4.MS.11 Throws to a moving partner with reasonable accuracy in a <i>static environment</i> (closed skills). (S1.E15.4)
PE.4.MS.12 Catches a thrown ball above the head, at chest or waist level, and below the waist using a <i>mature pattern</i> in a <i>static environment</i> . (S1.E16.4)				
PE.4.MS.13 Dribbles in <i>personal self-space</i> with both the preferred and the non-preferred hands using a <i>mature pattern</i> . (S1.E17.4a)				
PE.4.MS.14 Dribbles in <i>general space</i> with control of ball and body while increasing and decreasing speed. (S1.E17.4b)				
PE.4.MS.15 Dribbles with the feet in <i>general space</i> with control of ball and body while increasing and decreasing speed. (S1.E18.4)				
PE.4.MS.16 Passes and receives ball with the insides of the feet to a moving partner in a <i>static environment/closed skills</i> . (S1.E19.4a)				
PE.4.MS.17 Receives and passes a ball with the outsides and insides of the feet to a stationary partner, <i>giving on reception</i> . (S1.E19.4b)				
PE.4.MS.18 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)				
PE.4.MS.19 Kicks along the ground and in the air, and punts using <i>mature patterns</i> . (S1.E21.4)				
PE.4.MS.20 Volleys underhand using a <i>mature pattern</i> in a <i>dynamic environment</i> (e.g., two-square, four-square, handball). (S1.E22.4)				
PE.4.MS.21 Volleys with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E23.4)				
PE.4.MS.22 Strikes an object with a <i>short-handled implement</i> while demonstrating a <i>mature pattern</i> and alternating hits with a partner over a low net or against a wall. (S1.E24.4a; S1.E24.4b)				
PE.4.MS.23 Strikes an object with a long-handled device (e.g., hockey stick, tennis or badminton racket) while demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> for the device (grip, stance, body orientation, swing plane, follow-through). (S1.E25.4)				
PE.4.MS.24 Combines traveling with the <i>manipulative skills</i> of dribbling, throwing, catching, and striking in teacher- and/or student-designed <i>small-sided practice-task environments</i> . (S1.E26.4)				
PE.4.MS.25 Creates a jump-rope routine with either a short or long rope. (S1.E27.4)				

## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – MOTOR SKILLS (CONTINUED)

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<p><b>Essential Question:</b> Why did God create our bodies for movement?</p>		<p><b>Big Idea:</b> Movement contributes to healthy physical development, in keeping with God’s original plan for our lives.</p>
<b>5</b>	<b>Locomotor</b>	<p><b>PE.5.MS.1</b> Combines <i>locomotor</i> and <i>manipulative skills</i> in a variety of <i>small-sided practice tasks</i> in <i>game environments</i>. (S1.E1.5b)  <b>PE.5.MS.2</b> Combines traveling with <i>manipulative skills</i> for execution to a target (e.g., scoring in soccer, hockey, basketball). (S1.E1.5c)  <b>PE.5.MS.3</b> Uses appropriate pacing for a variety of <i>running</i> distances. (S1.E2.5)  <b>PE.5.MS.4</b> Combines jumping and landing patterns with <i>locomotor</i> and <i>manipulative skills</i> in <i>gymnastics</i> and <i>small-sided practice tasks</i> in <i>game environments</i>. (S1.E3.5)</p>
	<b>Non-locomotor</b>	<p><b>PE.5.MS.5</b> Combines balance and transferring weight in <i>gymnastics</i> sequence. (S1.E7.5)  <b>PE.5.MS.6</b> Performs <i>nonlocomotor</i> actions with correct application, for <i>gymnastics</i> and <i>small-sided practice tasks</i> in <i>game environments</i>. (S1.E10.5)  <b>PE.5.MS.7</b> Combines actions, balances, and weight transfers to create a <i>gymnastic</i> sequence with a partner on equipment. (S1.E12.5)</p>
	<b>Manipulative</b>	<p><b>PE.5.MS.8</b> Throws underhand and overhand with a <i>mature pattern</i> in <i>static environments</i> (closed skills), with different sizes and types of objects/balls. (S1.E13.5a; S1.E14.5a)  <b>PE.5.MS.9</b> Throws underhand and overhand to a large target with accuracy. (S1.E13.5b; S1.E14.5b)  <b>PE.5.MS.10</b> Throws and catches with accuracy, both partners moving. (S1.E15.5a; S1.E16.5b)  <b>PE.5.MS.11</b> Throws and catches with reasonable accuracy in <i>dynamic, small-sided practice tasks</i>. (S1.E15.5b; S1.E16.5c)  <b>PE.5.MS.12</b> Catches a batted ball above the head, at chest or waist level, and along the ground using a <i>mature pattern</i> in a <i>static environment</i> (closed skills). (S1.E16.5a)  <b>PE.5.MS.13</b> Combines hand and foot dribbling with other skills during one-on-one <i>practice tasks</i>. (S1.E17.5; S1.E18.5)  <b>PE.5.MS.14</b> Passes and receives a pass with the feet using a <i>mature pattern</i> as both partners travel. (S1.E19.5a; S1.E19.5b)  <b>PE.5.MS.15</b> Dribbles with hands or feet with <i>mature patterns</i> in a variety of <i>small-sided</i> game forms. (S1.E20.5)  <b>PE.5.MS.16</b> Demonstrates <i>mature patterns</i> of kicking and punting in <i>small-sided practice task environments</i>. (S1.E21.5)  <b>PE.5.MS.17</b> Volleys a ball using a two-hand pattern, sending it upward to a target. (S1.E23.5)  <b>PE.5.MS.18</b> Strikes an object consecutively, with a partner, using a <i>short-handled implement</i>, over a net or against a wall, in either a competitive or cooperative <i>game environment</i>. (S1.E24.5)  <b>PE.5.MS.19</b> Strikes a pitched ball with a bat using a <i>mature pattern</i>. (S1.E25.5a)  <b>PE.5.MS.20</b> Combines striking with long implement (e.g., hockey stick), using receiving/traveling skills in a <i>small-sided</i> game. (S1.E25.5b)  <b>PE.5.MS.21</b> Creates a jump-rope routine with a partner using either a short or long rope. (S1.E27.5)</p>
	<b>Throwing</b>	<p><b>PE.6.MS.1</b> Throws with a <i>mature pattern</i> for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base). (S1.M2.6)  <b>PE.6.MS.2</b> Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)  <b>PE.6.MS.3</b> Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, horseshoes). (S1.M18.6)</p>
	<b>Catching</b>	<p><b>PE.6.MS.4</b> Catches with a <i>mature pattern</i> from a variety of <i>trajectories</i> using different objects in varying <i>practice tasks</i>. (S1.M3.6)</p>
	<b>Kicking</b>	<p><b>PE.6.MS.5</b> <i>Foot-dribbles</i> changing speed and direction in a variety of <i>practice tasks</i>. (S1.M9.6)</p>
	<b>Dribbling</b>	<p><b>PE.6.MS.6</b> Dribbles with dominant hand using a change of speed and direction in a variety of <i>practice tasks</i>. (S1.M8.6)</p>
	<b>Striking</b>	<p><b>PE.6.MS.7</b> Strikes with a mature overhand pattern in a <i>static environment/closed skills</i> for <i>net/wall games</i> (e.g., volleyball, handball, tennis). (S1.M13.6)  <b>PE.6.MS.8</b> Demonstrates the mature form of the forehand and backhand strokes with a <i>short-handled implement</i> in <i>net/wall games</i> (e.g., <i>paddleball</i>, <i>pickleball</i>, <i>short-handled racket tennis</i>). (S1.M14.6)  <b>PE.6.MS.9</b> Transfers weight with correct timing for the striking pattern (e.g., tennis, softball, hockey). (S1.M15.6)  <b>PE.6.MS.10</b> Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, golf). (S1.M19.6)  <b>PE.6.MS.11</b> Strikes a pitched ball with an implement with <i>force</i> in a variety of <i>practice tasks</i>. (S1.M20.6)</p>
	<b>Passing and Receiving</b>	<p><b>PE.6.MS.12</b> Passes and receives with hands, in combination with <i>locomotor</i> patterns of <i>running</i> and change of direction and speed, competently in <i>modified invasion games</i> (e.g., basketball, flag football, speedball, team handball). (S1.M4.6)</p>
	<b>Scoring Skills</b>	<p><b>PE.6.MS.13</b> Shoots on goal with power in a <i>dynamic environment</i> as appropriate to the activity. (S1.M10.6)</p>
<b>Volleying</b>	<p><b>PE.6.MS.14</b> Forehand volleys with a mature form and control using a <i>short-handled implement</i>. (S1.M16.6)  <b>PE.6.MS.15</b> Two-hand volleys with control in a variety of <i>practice tasks</i>. (S1.M17.6)</p>	
<b>Serving</b>	<p><b>PE.6.MS.16</b> Performs a legal underhand serve with control for <i>net/wall games</i> (e.g., badminton, volleyball, <i>pickleball</i>). (S1.M12.6)</p>	
<b>7</b>	<b>Throwing</b>	<p><b>PE.7.MS.1</b> Throws with a <i>mature pattern</i> for distance or power appropriate to the activity in a <i>dynamic environment</i>. (S1.M2.7)  <b>PE.7.MS.2</b> Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)  <b>PE.7.MS.3</b> Executes consistently (70%) a mature underhand pattern for target games (e.g., bowling, horseshoes). (S1.M18.7)</p>
	<b>Catching</b>	<p><b>PE.7.MS.4</b> Catches with a <i>mature pattern</i> from a variety of <i>trajectories</i> using different objects in <i>small-sided</i> game play. (S1.M3.7)</p>
	<b>Kicking</b>	<p><b>PE.7.MS.5</b> <i>Foot-dribbles</i> with control and combined with passing in a variety of <i>practice tasks</i>. (S1.M9.7)</p>
	<b>Dribbling</b>	<p><b>PE.7.MS.6</b> Dribbles with dominant/nondominant hands using a change of speed and direction in a variety of <i>practice tasks</i>. (S1.M8.7)</p>
	<b>Striking</b>	<p><b>PE.7.MS.7</b> Strikes with a mature overhand pattern in a <i>dynamic environment</i> for <i>net/wall games</i> (e.g., volleyball, tennis). (S1.M13.7)  <b>PE.7.MS.8</b> Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games (e.g., tennis). (S1.M14.7)  <b>PE.7.MS.9</b> Transfers weight with correct timing using low-to-high striking pattern with a <i>short-handled implement</i> on the forehand side. (S1.M15.7)  <b>PE.7.MS.10</b> Strikes, with an implement, a stationary object for accuracy and distance in activities (e.g., croquet, golf). (S1.M19.7)  <b>PE.7.MS.11</b> Strikes a pitched ball with an implement to open space in a variety of <i>practice tasks</i>. (S1.M20.7)</p>
	<b>Passing and Receiving</b>	<p><b>PE.7.MS.12</b> Passes and receives with feet, in combination with <i>locomotor</i> patterns of <i>running</i> and change of direction and speed, competently in modified games (e.g., soccer, speedball). (S1.M4.7)</p>
	<b>Scoring Skills</b>	<p><b>PE.7.MS.13</b> Shoots on goal with power and accuracy in <i>small-sided</i> game play. (S1.M10.7)</p>
	<b>Volleying</b>	<p><b>PE.7.MS.14</b> Forehand and backhand volleys with a mature form and control using a <i>short-handled implement</i>. (S1.M16.7)  <b>PE.7.MS.15</b> Two-hand volleys with control in a <i>dynamic environment</i>. (S1.M17.7)</p>
	<b>Serving</b>	<p><b>PE.7.MS.16</b> Executes consistently (70%) a legal underhand serve to a predetermined target for <i>net/wall games</i> (e.g., badminton, volleyball). (S1.M12.7)</p>
	<b>8</b>	<b>Throwing</b>
<b>Catching</b>		<p><b>PE.8.MS.4</b> Catches using an implement in a <i>dynamic environment</i> or modified game play. (S1.M3.8)</p>
<b>Kicking</b>		<p><b>PE.8.MS.5</b> <i>Foot-dribbles/dribbles</i> with an implement with control, changing speed/direction during <i>small-sided</i> game play. (S1.M9.8)</p>
<b>Dribbling</b>		<p><b>PE.8.MS.6</b> Dribbles with dominant and nondominant hands using a change of speed and direction in <i>small-sided</i> game play. (S1.M8.8)</p>
<b>Striking</b>		<p><b>PE.8.MS.7</b> Strikes with a mature overhand pattern in a modified game for <i>net/wall games</i> (e.g., volleyball, badminton). (S1.M13.8)  <b>PE.8.MS.8</b> Demonstrates the mature form of forehand and backhand strokes with a <i>short- or long-handled implement</i> with power and accuracy in net games (e.g., <i>pickleball</i>, tennis, badminton, <i>paddleball</i>). (S1.M14.8)  <b>PE.8.MS.9</b> Transfers weight, with correct timing, using low-to-high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)  <b>PE.8.MS.10</b> Strikes, with an implement, a stationary object for accuracy and power in activities (e.g., croquet, golf). (S1.M19.8)  <b>PE.8.MS.11</b> Strikes a pitched ball with an implement for power to open space in a variety of <i>small-sided</i> games. (S1.M20.8)</p>
<b>Passing and Receiving</b>		<p><b>PE.8.MS.12</b> Passes and receives with an implement, in combination with <i>locomotor</i> patterns of <i>running</i> and change of direction, speed, and/or level, competently in modified games (e.g., lacrosse, hockey). (S1.M4.8)</p>
<b>Scoring Skills</b>		<p><b>PE.8.MS.13</b> Shoots on goal with a long-handled implement for power and accuracy in modified games (e.g., hockey). (S1.M10.8)</p>
<b>Volleying</b>		<p><b>PE.8.MS.14</b> Forehand and backhand volleys with a mature form and control using a <i>short-handled implement</i> during modified game play. (S1.M16.8)  <b>PE.8.MS.15</b> Two-hand volleys with control in a <i>small-sided</i> game. (S1.M17.8)</p>
<b>Serving</b>		<p><b>PE.8.MS.16</b> Executes consistently (70%) a legal underhand serve for distance and accuracy for <i>net/wall games</i> (e.g., badminton, volleyball). (S1.M12.8)</p>

# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS — PERFORMANCE APPLICATION

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> How can we give God honor through our application of the principles of movement and performance?		<b>Big Idea:</b> We honor God by developing our physical talents and skills through individual and group performance activities.
<b>K</b>	<b>Movement Concepts</b>	<p>PE.K.PA.1 Differentiates between movement in personal self-space and general space. (S2.E1.Ka)</p> <p>PE.K.PA.2 Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)</p> <p>PE.K.PA.3 Rolls sideways in a narrow body shape. (S1.E9.K)</p> <p>PE.K.PA.4 Travels in general space with different speeds (slow, medium, fast). (S2.E3.Ka)</p> <p>PE.K.PA.5 Begins to develop the ability to move in open space without contacting other people or objects.</p>
<b>1</b>	<b>Movement Concepts</b>	<p>PE.1.PA.1 Moves in personal self-space and general space in response to teacher directed physical activities. (S2.E1.1)</p> <p>PE.1.PA.2 Travels in 3 of the 4 different directions (forward, backward, side-ways, diagonally).</p> <p>PE.1.PA.3 Travels in three different pathways (curved, straight, zig-zag). (S2.E2.K)</p> <p>PE.1.PA.4 Maintains stillness on different bases of support with different body shapes. (S1.E7.1)</p> <p>PE.1.PA.5 Rolls with either a narrow or curled body shape. (S1.E9.1)</p> <p>PE.1.PA.6 Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>PE.1.PA.7 Differentiates between strong and light force. (S2.E3.1b)</p> <p>PE.1.PA.8 Demonstrates consistently the ability to move in open space without contacting other people or objects.</p>
<b>2</b>	<b>Movement Concepts</b>	<p>PE.2.PA.1 Moves in personal <i>self-space</i> and general space in response to teacher directed physical activities. (S2.E1.1)</p> <p>PE.2.PA.2 Travels demonstrating low, medium, and high levels. (S2.E2.1a)</p> <p>PE.2.PA.3 Rolls in different directions with a narrow or curled body shape. (S1.E9.2)</p> <p>PE.2.PA.4 Balances on different bases of support, combining levels and shapes. (S1.E7.2a)</p> <p>PE.2.PA.5 Varies time and force with gradual increases and decreases. (S2.E3.2)</p> <p>PE.2.PA.6 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)</p>
<b>3</b>	<b>Movement Concepts</b>	<p>PE.3.PA.1 Recognizes the concept of open spaces in a movement context. (S2.E1.3)</p> <p>PE.3.PA.2 Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)</p> <p>PE.3.PA.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p>
	<b>Movement Principles</b>	<p>PE.3.PA.4 Understands that appropriate practice improves performance.</p> <p>PE.3.PA.5 Employs the concept of alignment in gymnastics. (S2.E4.3a)</p> <p>PE.3.PA.6 Employs the concept of muscular tension with balance in gymnastics. (S2.E4.3b)</p>
	<b>Strategies and Tactics</b>	<p>PE.3.PA.7 Applies simple strategies and tactics in chasing activities. (S2.E5.3a)</p> <p>PE.3.PA.8 Applies simple strategies in fleeing activities. (S2.E5.3b)</p>
<b>4</b>	<b>Movement Concepts</b>	<p>PE.4.PA.1 Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)</p> <p>PE.4.PA.2 Applies the concept of closing spaces in small-sided <i>practice tasks</i>. (S2.E1.4b)</p> <p>PE.4.PA.3 Dribbles in general space with changes in direction and speed. (S2.E1.4c)</p> <p>PE.4.PA.4 Combines movement concepts with skills in small-sided <i>practice tasks</i> and gymnastics environments. (S2.E2.4)</p> <p>PE.4.PA.5 Applies the movement concepts of speed, endurance, and pacing for running. (S2.E3.4a)</p> <p>PE.4.PA.6 Applies the concepts of direction and force when striking an object with a <i>short-handled implement</i>, sending it toward a designated target. (S2.E3.4b)</p>
	<b>Movement Principles</b>	<p>PE.4.PA.7 Identifies and applies principles of practice and conditioning that enhance performance.</p> <p>PE.4.PA.8 Detects, analyzes, and corrects errors in personal motor skills.</p>
	<b>Strategies and Tactics</b>	<p>PE.4.PA.9 Applies simple <i>offensive and defensive strategies</i> and tactics in chasing and fleeing activities. (S2.E5.4a; S2.E5.4b)</p> <p>PE.4.PA.10 Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)</p>
<b>5</b>	<b>Movement Concepts</b>	<p>PE.5.PA.1 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and game environments. (S2.E1.5)</p> <p>PE.5.PA.2 Combines movement concepts with skills in small-sided <i>practice tasks</i> in <i>game environments</i> and gymnastics with self direction. (S2.E2.5)</p> <p>PE.5.PA.3 Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>PE.5.PA.4 Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>PE.5.PA.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice tasks in <i>game environments</i> and gymnastics. (S2.E3.5c)</p>
	<b>Movement Principles</b>	<p>PE.5.PA.6 Applies information from a variety of internal and external sources to improve performance.</p> <p>PE.5.PA.7 Recognizes sport specific movement patterns that can be applied to games (e.g., similarity of the <i>ready position</i> in striking movement).</p> <p>PE.5.PA.8 Detects, analyzes, and corrects errors in a partner's motor skills.</p>
	<b>Strategies and Tactics</b>	<p>PE.5.PA.9 Applies basic <i>offensive and defensive strategies and tactics</i> in <i>invasion</i> small-sided <i>practice tasks</i>. (S2.E5.5a)</p> <p>PE.5.PA.10 Applies basic <i>offensive and defensive strategies and tactics</i> in <i>net/wall</i> small-sided <i>practice tasks</i>. (S2.E5.5b)</p> <p>PE.5.PA.11 Recognizes the type of throw, volley, or striking action needed for different games and sports situations. (S2.E5.5c)</p>

## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS — PERFORMANCE APPLICATION (CONTINUED)

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<p><b>Essential Question:</b> How can we give God honor through our application of the principles of movement and performance?</p>		<p><b>Big Idea:</b> We honor God by developing our physical talents and skills through individual and group performance activities.</p>
<b>6</b>	<b>Offensive Strategies and Tactics</b>	<p><b>PE.6.PA.1</b> Creates open space by using locomotor movements (e.g., walking, running, jumping, landing) in combination with movement concepts (e.g., pathways, speed, direction). (S2.M1.6)</p> <p><b>PE.6.PA.2</b> Executes at least one offensive tactic to create open space (e.g., moves to open space without the ball; uses a variety of passes, pivots and fakes, <i>give and go</i>). (S2.M2.6)</p> <p><b>PE.6.PA.3</b> Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p><b>PE.6.PA.4</b> Creates open space in <i>net/wall games</i> with a <i>short-handled implement</i> by varying force and direction. (S2.M7.6)</p> <p><b>PE.6.PA.5</b> Selects appropriate shot based on location of the object in relation to the target/goal. (S2.M9.6)</p> <p><b>PE.6.PA.6</b> Identifies open spaces and attempts to strike object into a space. (S2.M10.6)</p> <p><b>PE.6.PA.7</b> Performs the following offensive skills without defensive pressure (e.g., pivot, <i>give and go</i>, fakes). (S1.M7.6)</p>
	<b>Defensive Strategies and Tactics</b>	<p><b>PE.6.PA.8</b> Reduces open space on <i>defense</i> by making the body larger and <i>reducing passing angles</i>. (S2.M4.6)</p> <p><b>PE.6.PA.9</b> Reduces open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M5.6)</p> <p><b>PE.6.PA.10</b> Reduces offensive options for opponents by returning to midcourt position (e.g., press in basketball). (S2.M8.6)</p> <p><b>PE.6.PA.11</b> Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)</p> <p><b>PE.6.PA.12</b> Maintains defensive <i>ready position</i> with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.M11.6)</p>
	<b>Transition Strategies and Tactics</b>	<p><b>PE.6.PA.13</b> <i>Transitions</i> from offense to <i>defense</i> or <i>defense</i> to offense by recovering quickly. (S2.M6.6)</p> <p><b>PE.6.PA.14</b> Applies strategies of force during gymnastic activities. (S2.M12.6)</p>
	<b>Outdoor Activities</b>	<p><b>PE.6.PA.15</b> Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others. (S2.M13.6)</p> <p><b>PE.6.PA.16</b> Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M22.6)</p>
<b>7</b>	<b>Offensive Strategies and Tactics</b>	<p><b>PE.7.PA.1</b> Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)</p> <p><b>PE.7.PA.2</b> Executes at least two of the following offensive tactics to create open space (e.g., uses a variety of passes, pivots, fakes; <i>give and go</i>). (S2.M2.7)</p> <p><b>PE.7.PA.3</b> Creates open space by staying spread on offense, and <i>cutting</i> and passing quickly. (S2.M3.7)</p> <p><b>PE.7.PA.4</b> Creates open space in <i>net/wall games</i> with long-handled implement by varying force and direction, moving opponent from side to side. (S2.M7.7)</p> <p><b>PE.7.PA.5</b> Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)</p> <p><b>PE.7.PA.6</b> Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)</p> <p><b>PE.7.PA.7</b> Uses a variety of shots (e.g., <i>bunt</i>, <i>line drive</i>, <i>high arc</i>) to hit to open space. (S2.M10.7)</p> <p><b>PE.7.PA.8</b> Executes at least one of the following designed to create open space during small-sided game play (e.g., pivots, <i>give and go</i>, fakes, jab steps). (S1.M6.7; S1.M7.7)</p>
	<b>Defensive Strategies and Tactics</b>	<p><b>PE.7.PA.9</b> Reduces open space on <i>defense</i> by staying close to the opponent as he/she nears the goal. (S2.M4.7)</p> <p><b>PE.7.PA.10</b> Reduces open space by not allowing the catch or anticipating the speed of object or person for purpose of <i>interception</i> or <i>deflection</i>. (S2.M5.7)</p> <p><b>PE.7.PA.11</b> Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)</p> <p><b>PE.7.PA.12</b> Slides in all directions while on <i>defense</i> without crossing feet. (S1.M11.7)</p>
	<b>Transition Strategies and Tactics</b>	<p><b>PE.7.PA.13</b> <i>Transitions</i> from offense to <i>defense</i> or <i>defense</i> to offense by recovering quickly and communicating with teammates. (S2.M6.7)</p> <p><b>PE.7.PA.14</b> Identifies and applies Newton's laws of motion to various movement activities. (S2.M12.7)</p>
	<b>Outdoor Activities</b>	<p><b>PE.7.PA.15</b> Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)</p> <p><b>PE.7.PA.16</b> Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. (S1.M22.7)</p>
<b>8</b>	<b>Offensive Strategies and Tactics</b>	<p><b>PE.8.PA.1</b> Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, <i>fakes and pathways</i>; <i>give and go</i>. (S2.M2.8)</p> <p><b>PE.8.PA.2</b> Creates open space by staying spread on offense, <i>cutting</i> and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p><b>PE.8.PA.3</b> Creates open space in <i>net/wall games</i> with either a <i>short- or long-handled implement</i> by varying force or direction or by moving opponent side to side and/or forward and back. (S2.M8.7)</p> <p><b>PE.8.PA.4</b> Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)</p> <p><b>PE.8.PA.5</b> Executes the following offensive skills during small-sided game play: pivot, <i>give and go</i>, and fakes. (S1.M7.8)</p> <p><b>PE.8.PA.6</b> Executes at least two of the following to create open space during modified game play: pivots, fakes, <i>jab steps</i>, screens. (S1.M6.8)</p>
	<b>Defensive Strategies and Tactics</b>	<p><b>PE.8.PA.7</b> Reduces open space on <i>defense</i> by staying on the goal side of the offensive player and reducing the distance to him/her (third party perspective). (S2.M4.8)</p> <p><b>PE.8.PA.8</b> Reduces open space by not allowing the catch and anticipating the speed of the object or person for the purpose of <i>interception</i> or <i>deflection</i>. (S2.M5.8)</p> <p><b>PE.8.PA.9</b> Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)</p>
	<b>Transition Strategies and Tactics</b>	<p><b>PE.8.PA.10</b> Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.1.8)</p> <p><b>PE.8.PA.11</b> <i>Transitions</i> from offense to <i>defense</i> or <i>defense</i> to offense by recovering quickly, communicating, and <i>capitalizing on an advantage</i>. (S2.M6.8)</p> <p><b>PE.8.PA.12</b> Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)</p> <p><b>PE.8.PA.13</b> Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)</p>
	<b>Outdoor Activities</b>	<p><b>PE.8.PA.14</b> Implements <i>safe protocols</i> in self-selected outdoor activities. (S2.M13.8)</p> <p><b>PE.8.PA.15</b> Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. (S1.M22.8)</p>

## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – PHYSICAL FITNESS

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> Why is it important to achieve and maintain a healthy level of physical fitness?		<b>Big Idea:</b> Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.
<b>K</b>	<b>Knowledge</b>	<b>PE.K.PF1</b> Identifies <i>active-play</i> opportunities outside physical education class. (S3.E1.K) <b>PE.K.PF2</b> Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)
	<b>Participation</b>	<b>PE.K.PF3</b> Actively participates in physical education class. (S3.E2.K) <b>PE.K.PF4</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.K.PF5</b> Participates in <i>health-related</i> fitness activities.
	<b>Nutrition</b>	<b>PE.K.PF6</b> Recognizes that food provides energy for physical activity. (S3.E6.K)
<b>1</b>	<b>Knowledge</b>	<b>PE.1.PF1</b> Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) <b>PE.1.PF2</b> Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)
	<b>Participation</b>	<b>PE.1.PF3</b> Actively engages in physical education class. (S3.E2.1) <b>PE.1.PF4</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.1.PF5</b> Participates in <i>health-related fitness</i> activities.
	<b>Nutrition</b>	<b>PE.1.PF6</b> Differentiates between healthy and unhealthy foods. (S3.E6.1)
<b>2</b>	<b>Knowledge</b>	<b>PE.2.PF1</b> Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park). (S3.E1.2) <b>PE.2.PF2</b> Recognizes the use of the body as resistance for developing strength (e.g., holds body in <i>plank position</i> , animal walks). (S3.E3.2a) <b>PE.2.PF3</b> Identifies physical activities that contribute to fitness. (S3.E3.2b)
	<b>Participation</b>	<b>PE.2.PF4</b> Actively engages in physical education class in response to instruction and practice. (S3.E2.2) <b>PE.2.PF5</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.2.PF6</b> Participates in <i>health-related fitness</i> activities.
	<b>Nutrition</b>	<b>PE.2.PF7</b> Recognizes the connection between nutrition and physical activity. (S3.E6.2)
<b>3</b>	<b>Knowledge</b>	<b>PE.3.PF1</b> Charts participation in physical activities outside physical education class. (S3.E1.3a) <b>PE.3.PF2</b> Identifies physical activity as a way to become healthier. (S3.E1.3b) <b>PE.3.PF3</b> Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3) <b>PE.3.PF4</b> Recognizes the importance of <i>warm-up</i> and <i>cool-down</i> relative to vigorous physical activity. (S3.E4.3)
	<b>Participation</b>	<b>PE.3.PF5</b> Engages in the activities of physical education class without teacher prompting. (S3.E2.3) <b>PE.3.PF6</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.3.PF7</b> Demonstrates, with teacher direction, the <i>health-related fitness components</i> . (S3.E5.3)
	<b>Nutrition</b>	<b>PE.3.PF8</b> Identifies foods that are beneficial before and after physical activity. (S3.E6.3)
<b>4</b>	<b>Knowledge</b>	<b>PE.4.PF1</b> Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4) <b>PE.4.PF2</b> Identifies the components of <i>health-related fitness</i> . (S3.E3.4) <b>PE.4.PF3</b> Identifies at least one activity associated with each component of <i>health-related fitness</i> . <b>PE.4.PF4</b> Demonstrates <i>warm-up</i> and <i>cool-down</i> relative to the <i>defenrespiratory</i> fitness assessment. (S3.E4.4)
	<b>Participation</b>	<b>PE.4.PF5</b> Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) <b>PE.4.PF6</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.4.PF7</b> Completes pre- and post- <i>fitness assessments</i> . (S3.E5.4a) <b>PE.4.PF8</b> Identifies areas of needed remediation from personal test and, with teacher assistance, identifies corrective strategies. (S3.E5.4b)
	<b>Nutrition</b>	<b>PE.4.PF9</b> Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)
<b>5</b>	<b>Knowledge</b>	<b>PE.5.PF1</b> Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) <b>PE.5.PF2</b> Differentiates between <i>skill-related</i> and <i>health-related fitness</i> . (S3.E3.5a) <b>PE.5.PF3</b> Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E3.5b)
	<b>Participation</b>	<b>PE.5.PF4</b> Actively engages in all the activities of physical education. (S3.E2.5) <b>PE.5.PF5</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.5.PF6</b> Analyzes results of pre- and post- fitness assessment, comparing results with <i>fitness components</i> for good health. (S3.E5.5a) <b>PE.5.PF7</b> Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
	<b>Nutrition</b>	<b>PE.5.PF8</b> Analyzes the impact of food choices relative to physical activity, youth sports, and personal health. (S3.E6.5)

## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS — PHYSICAL FITNESS (CONTINUED)

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<p><b>Essential Question:</b> Why is it important to achieve and maintain a healthy level of physical fitness?</p>		<p><b>Big Idea:</b> Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.</p>
<b>6</b>	<b>Knowledge</b>	<p><b>PE.6.PF1</b> Describes how being physically active leads to a healthy body. (S3.M1.6)</p> <p><b>PE.6.PF2</b> Differentiates between <i>aerobic</i> and <i>anaerobic</i> capacity and between muscular strength and endurance. (S3.M10.6)</p> <p><b>PE.6.PF3</b> Identifies each of the components of the overload principle (<i>FITT formula</i>: frequency, intensity, time, and type) for different types of physical activity (<i>aerobic</i>, muscular fitness, and flexibility). (S3.M11.6)</p> <p><b>PE.6.PF4</b> Describes the role of <i>warm-ups</i> and <i>cool-downs</i> before and after physical activity. (S3.M12.6)</p> <p><b>PE.6.PF5</b> Defines resting heart rate and describes its relationship to <i>aerobic</i> fitness and the <i>Rating of Perceived Exertion (RPE)</i> Scale. (S3.M13.6)</p> <p><b>PE.6.PF6</b> Identifies <i>major muscles</i> used in selected physical activities. (S3.M14.6)</p> <p><b>PE.6.PF7</b> Identifies the components of <i>skill-related</i> fitness. (S3.M7.6)</p> <p><b>PE.6.PF8</b> Sets and monitors a self-selected physical-activity goal for <i>aerobic</i> and/or muscle- and <i>bone-strengthening</i> activity based on current fitness level. (S3.M8.6)</p> <p><b>PE.6.PF9</b> Employs correct techniques and methods of stretching. (S3.M9.6)</p>
	<b>Participation</b>	<p><b>PE.6.PF10</b> Participates in self-selected physical activity outside of physical education class. (S3.M2.6)</p> <p><b>PE.6.PF11</b> Participates in a variety of moderate to vigorous <i>aerobic</i> physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (e.g., step <i>aerobics</i>, recreational team sports, or outdoor pursuits). (S3.M3.6; S3.M5.6; S3.M6.6)</p> <p><b>PE.6.PF12</b> Participates in a variety of <i>aerobic</i>-fitness activities using technology (e.g., fitness apps and trackers). (S3.M4.6)</p> <p><b>PE.6.PF13</b> Responds to God's love by using physical gifts to serve others.</p>
	<b>Assessment</b>	<p><b>PE.6.PF14</b> Designs and implements a program of remediation for areas of weakness based on the results of <i>health-related</i> fitness assessment. (S3.M15.6)</p> <p><b>PE.6.PF15</b> Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)</p>
	<b>Nutrition</b>	<p><b>PE.6.PF16</b> Identifies foods within each of the basic food groups and selects appropriate servings and portions for the students' age and physical activity levels. (S3.M17.6)</p>
	<b>Stress Management</b>	<p><b>PE.6.PF17</b> Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)</p>
<b>7</b>	<b>Knowledge</b>	<p><b>PE.7.PF1</b> Identifies barriers and seeks solutions in order to maintain a physically active lifestyle. (S3.M1.7)</p> <p><b>PE.7.PF2</b> Describes the role of exercise and nutrition in weight management. (S3.M10.7)</p> <p><b>PE.7.PF3</b> Designs a <i>warm-up/cool-down</i> routine for a self-selected physical activity. (S3.M12.7)</p> <p><b>PE.7.PF4</b> Defines how <i>Rating of Perceived Exertion (RPE)</i> Scale is used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)</p> <p><b>PE.7.PF5</b> Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)</p> <p><b>PE.7.PF6</b> Distinguishes between <i>health-related</i> and <i>skill-related</i> fitness. (S3.M7.7)</p> <p><b>PE.7.PF7</b> Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)</p> <p><b>PE.7.PF8</b> Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)</p>
	<b>Participation</b>	<p><b>PE.7.PF9</b> Participates in a physical activity twice a week outside of physical education class. (S3.M2.7)</p> <p><b>PE.7.PF10</b> Participates in a variety of strength- and endurance-fitness activities (e.g., weight training, body-weight training, <i>resistance training</i>) at least three times a week. (S3.M3.7; S3.M5.7; S3.M6.7)</p> <p><b>PE.7.PF11</b> Plans, organizes, and implements events using physical gifts to serve others (e.g., distribute food, fun runs, rake leaves).</p>
	<b>Assessment</b>	<p><b>PE.7.PF12</b> Designs and implements a program of remediation in an area of weakness based on the results of <i>health-related</i> fitness assessment. (S3.M15.7)</p> <p><b>PE.7.PF13</b> Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels/nutrition as documented in the log. (S3.M16.7)</p>
	<b>Nutrition</b>	<p><b>PE.7.PF14</b> Develops strategies for balancing healthy food and water intake, along with daily physical activity. (S3.M17.7)</p>
	<b>Stress Management</b>	<p><b>PE.7.PF15</b> Practices strategies for dealing with stress, such as deep breathing and <i>aerobic</i> exercise. (S3.M18.7)</p>
<b>8</b>	<b>Knowledge</b>	<p><b>PE.8.PF1</b> Identifies the components of <i>health-related</i> fitness and explains the relationship to overall physical and mental health. (S3.M1.8)</p> <p><b>PE.8.PF2</b> Describes the role of flexibility in injury prevention. (S3.M10.8)</p> <p><b>PE.8.PF3</b> Uses the overload principle (<i>FITT formula</i>) in preparing a personal workout. (S3.M11.8)</p> <p><b>PE.8.PF4</b> Designs and implements a <i>warm-up/cool-down</i> routine for a self-selected physical activity. (S3.M12.8)</p> <p><b>PE.8.PF5</b> Defines how the <i>Rating of Perceived Exertion (RPE)</i> Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)</p> <p><b>PE.8.PF6</b> Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)</p> <p><b>PE.8.PF7</b> Compares and contrasts <i>health-related</i> fitness components. (S3.M7.8)</p> <p><b>PE.8.PF8</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (e.g., fitness apps and trackers). (S3.M8.8)</p> <p><b>PE.8.PF9</b> Employs a variety of appropriate stretching techniques for all <i>major muscle groups</i>. (S3.M9.8)</p>
	<b>Participation</b>	<p><b>PE.8.PF10</b> Participates in moderate to vigorous <i>aerobic</i> and/or muscle- and <i>bone-strengthening</i> physical activity for at least 60 minutes per day at least five times per week. (S3.M6.8)</p> <p><b>PE.8.PF11</b> Participates in a variety of self-selected <i>aerobic</i>-fitness activities outside of school (e.g., walking, jogging, biking) at least three times a week. (S3.M2.8; S3.M3.8; S3.M6.8)</p> <p><b>PE.8.PF12</b> Plans and implements a program of <i>cross-training</i> to include <i>aerobic</i>, flexibility, muscular strength, and endurance training. (S3.M4.8)</p> <p><b>PE.8.PF13</b> Participates in a self-selected lifetime sport, aquatic, or outdoor activity outside of the school day. (S3.M5.8)</p> <p><b>PE.8.PF14</b> Plans, organizes, and implements events using physical gifts to serve others (e.g., distribute food, fun runs, rake leaves).</p>
	<b>Assessment</b>	<p><b>PE.8.PF15</b> Designs and implements a program of remediation in an area of weakness based on the results of <i>health-related</i> fitness assessment. (S3.M15.8)</p> <p><b>PE.8.PF16</b> Designs and implements a program to improve levels of <i>health-related</i> fitness and nutrition. (S3.M16.8)</p>
	<b>Nutrition</b>	<p><b>PE.8.PF17</b> Describes the relationship between poor nutrition and <i>health risk factors</i>. (S3.M17.8)</p>
	<b>Stress Management</b>	<p><b>PE.8.PF18</b> Demonstrates basic activities used in reducing stress (e.g., prayer, prayer walking, journaling, walking in nature, singing).</p>

# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – RESPONSIBLE BEHAVIOR

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> Why should we show kindness and respect to each other during physical activity?		<b>Big Idea:</b> We show respect for ourselves and others because we recognize that we are God’s creation.
<b>K</b>	<b>Personal Responsibility</b>	<b>PE.K.RB.1</b> Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K) <b>PE.K.RB.2</b> Acknowledges responsibility for behavior when prompted. (S4.E2.K) <b>PE.K.RB.3</b> Follows instructions/directions when prompted. (S4.E3.K) <b>PE.K.RB.4</b> Practices Christ-like principles in interactions with others. <b>PE.K.RB.5</b> Shares equipment and space with others. (S4.E4.K) <b>PE.K.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.K.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.K.RB.8</b> Recognizes the established routines for class activities. (S4.E5.K) <b>PE.K.RB.9</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
<b>1</b>	<b>Personal Responsibility</b>	<b>PE.1.RB.1</b> Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) <b>PE.1.RB.2</b> Follows the rules and parameters of the learning environment. (S4.E2.1) <b>PE.1.RB.3</b> Responds appropriately to general feedback from the teacher. (S4.E3.1) <b>PE.1.RB.4</b> Practices Christ-like principles in interactions with others. <b>PE.1.RB.5</b> Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1) <b>PE.1.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.1.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.1.RB.8</b> Exhibits the established routines for class activities. (S4.E5.1) <b>PE.1.RB.9</b> Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
<b>2</b>	<b>Personal Responsibility</b>	<b>PE.2.RB.1</b> Practices skills with minimal teacher prompting. (S4.E1.2) <b>PE.2.RB.2</b> Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2) <b>PE.2.RB.3</b> Accepts specific corrective feedback from the teacher. (S4.E3.2) <b>PE.2.RB.4</b> Practices Christ-like principles in interactions with others. <b>PE.2.RB.5</b> Works independently with others in partner environments. (S4.E4.2) <b>PE.2.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.2.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.2.RB.8</b> Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2) <b>PE.2.RB.9</b> Works independently and safely in physical education. (S4.E6.2a) <b>PE.2.RB.10</b> Works safely with physical education equipment. (S4.E6.2b)
<b>3</b>	<b>Personal Responsibility</b>	<b>PE.3.RB.1</b> Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) <b>PE.3.RB.2</b> Works independently for extended periods of time. (S4.E2.3) <b>PE.3.RB.3</b> Accepts and implements specific corrective feedback from the teacher. (S4.E3.3) <b>PE.3.RB.4</b> Displays Christ-like qualities (e.g., acceptance, tolerance, inclusion, adaptability) in physical activity settings. <b>PE.3.RB.5</b> Praises others for their success in movement performance. (S4.E4.3b) <b>PE.3.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.3.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.3.RB.8</b> Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3) <b>PE.3.RB.9</b> Works independently and safely in physical activity settings. (S4.E6.3)
<b>4</b>	<b>Personal Responsibility</b>	<b>PE.4.RB.1</b> Exhibits responsible behavior in independent group situations. (S4.E1.4) <b>PE.4.RB.2</b> Reflects on personal social behavior in physical activity. (S4.E2.4) <b>PE.4.RB.3</b> Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) <b>PE.4.RB.4</b> Displays Christ-like qualities (e.g., acceptance, tolerance, inclusion, adaptability) in physical activity settings. <b>PE.4.RB.5</b> Praises the movement performance of others both more- and less- skilled. (S4.E4.4a) <b>PE.4.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.4.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.4.RB.8</b> Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) <b>PE.4.RB.9</b> Works safely with peers and equipment in physical activity settings. (S4.E6.4)
<b>5</b>	<b>Personal Responsibility</b>	<b>PE.5.RB.1</b> Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) <b>PE.5.RB.2</b> Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a) <b>PE.5.RB.3</b> Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b) <b>PE.5.RB.4</b> Demonstrates, through verbal and nonverbal behavior, Christ-like cooperation with peers of different gender, age, physical abilities, race, ethnicity, and religion in a physical activity setting. <b>PE.5.RB.5</b> Gives corrective feedback respectfully to peers. (S4.E3.5) <b>PE.5.RB.6</b> Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) <b>PE.5.RB.7</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.5.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.5.RB.9</b> Critiques the etiquette involved in rules of various game activities. (S4.E5.5) <b>PE.5.RB.10</b> Applies safety principles (e.g., equipment, weather) with age-appropriate physical activities. (S4.E6.5)
<b>6</b>	<b>Personal Responsibility</b>	<b>PE.6.RB.1</b> Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) <b>PE.6.RB.2</b> Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk). (S4.M2.6) <b>PE.6.RB.3</b> Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6) <b>PE.6.RB.4</b> Demonstrates, through verbal and nonverbal behavior, Christ-like cooperation with peers of different gender, age, physical abilities, race, ethnicity, and religion in a physical activity setting. <b>PE.6.RB.5</b> Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6) <b>PE.6.RB.6</b> Cooperates with a small group of classmates during <i>adventure activities</i> , game play, or team-building activities. (S4.M5.6) <b>PE.6.RB.7</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.6.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.6.RB.9</b> Identifies the rules and etiquette for physical activities and games. (S4.M6.6) <b>PE.6.RB.10</b> Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance. (S4.M7.6)
<b>7</b>	<b>Personal Responsibility</b>	<b>PE.7.RB.1</b> Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates. (S4.M1.7) <b>PE.7.RB.2</b> Demonstrates both <i>intrinsic</i> and <i>extrinsic motivation</i> by selecting opportunities to participate in physical activity outside of class. (S4.M2.7) <b>PE.7.RB.3</b> Provides corrective feedback to a peer using teacher-generated guidelines, according to Christ’s example (e.g., incorporating appropriate tone and other communication skills). <b>PE.7.RB.4</b> Willingly joins others of diverse cultures, religions, ethnicity, physical abilities, and races during physical activity. <b>PE.7.RB.5</b> Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7) <b>PE.7.RB.6</b> Problem solves with a small group of classmates during <i>adventure activities</i> , small-group initiatives, or game play. (S4.M5.7) <b>PE.7.RB.7</b> Develops a health behavior contract to be well-groomed. <b>PE.7.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.7.RB.9</b> Demonstrates knowledge of rules and etiquette by <i>self-officiating</i> modified physical activities and games. (S4.M6.7) <b>PE.7.RB.10</b> Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)
<b>8</b>	<b>Personal Responsibility</b>	<b>PE.8.RB.1</b> Accepts responsibility for improving or maintaining levels of physical activity and fitness. (S4.M1.8) <b>PE.8.RB.2</b> Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8) <b>PE.8.RB.3</b> Provides Christ-like encouragement and feedback to peers while a participant and/or spectator, without prompting from the teacher. <b>PE.8.RB.4</b> Willingly joins others of diverse cultures, religions, ethnicity, physical abilities, and races during physical activity. <b>PE.8.RB.5</b> Responds appropriately to participants’ ethical and unethical behavior during activity by using rules/guidelines for resolving conflicts. (S4.M4.8) <b>PE.8.RB.6</b> Cooperates with multiple classmates on problem-solving initiatives, including <i>adventure activities</i> , large-group initiatives, game play. (S4.M5.8) <b>PE.8.RB.7</b> Develops a health behavior contract to be well-groomed. <b>PE.8.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.8.RB.9</b> Applies rules and etiquette by acting as an official for modified physical activities and games. (S4.M6.8) <b>PE.8.RB.10</b> Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.M7.8)

# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – VALUES HEALTH

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> Why is it important to value physical activity in our lives?		<b>Big Idea:</b> We value physical activity because God’s ideal for quality living includes a healthy lifestyle.
<b>K</b>	<b>Health</b>	<b>PE.K.VH.1</b> Demonstrates God’s ideal for healthful living practices (e.g., balanced diet, regular exercise, drinking water). <b>PE.K.VH.2</b> Recognizes that physical activity is important for good health. (S5.E1.K) <b>PE.K.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.K.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.K.VH.5</b> Tries new movement activities. <b>PE.K.VH.6</b> Acknowledges that some physical activities are challenging. (S5.E2.K)
	<b>Self-expression and Enjoyment</b>	<b>PE.K.VH.7</b> Identifies physical activities that are enjoyable. (S5.E3.Ka) <b>PE.K.VH.8</b> Discusses the enjoyment of playing with friends. (S5.E3.Kb)
<b>1</b>	<b>Health</b>	<b>PE.1.VH.1</b> Recognizes that God’s ideal for quality living includes a healthy lifestyle. <b>PE.1.VH.2</b> Identifies physical activity as a component of good health. (S5.E1.1) <b>PE.1.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.1.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.1.VH.5</b> Tries new physical activities. <b>PE.1.VH.6</b> Recognizes that challenge in physical activities can lead to success. (S5.E2.1)
	<b>Self-expression and Enjoyment</b>	<b>PE.1.VH.7</b> Describes positive feelings that result from participating in physical activities. (S5.E3.1a) <b>PE.1.VH.8</b> Discusses personal reasons (e.g., the “why”) for enjoying physical activities. (S5.E3.1b) <b>PE.1.VH.9</b> Identifies the positive social interactions that come when engaged with others in physical activity.
<b>2</b>	<b>Health</b>	<b>PE.2.VH.1</b> Recognizes that God’s ideal for quality living includes a healthy lifestyle. <b>PE.2.VH.2</b> Recognizes the value of good health. (Refer to S3.E6.2) <b>PE.2.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.2.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.2.VH.5</b> Tries new physical activities. <b>PE.2.VH.6</b> Compares physical activities that bring confidence and challenge. (S5.E2.2)
	<b>Self-expression and Enjoyment</b>	<b>PE.2.VH.7</b> Identifies physical activities that provide self-expression (e.g., gymnastics routines, participates in game activities). (S5.E3.2) <b>PE.2.VH.8</b> Identifies the positive social interactions that come when engaged with others in physical activity.
<b>3</b>	<b>Health</b>	<b>PE.3.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.3.VH.2</b> Discusses the relationship between physical activity and good health. (S5.E1.3) <b>PE.3.VH.3</b> Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.3.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.3.VH.5</b> Participates in learning new physical activities. <b>PE.3.VH.6</b> Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)
	<b>Self-expression and Enjoyment</b>	<b>PE.3.VH.7</b> Reflects on the reasons for enjoying selected physical activities. (S5.E3.3) <b>PE.3.VH.8</b> Describes the positive social interactions that come when engaged with others in physical activity or as a spectator. (S5.E4.3) <b>PE.3.VH.9</b> Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
<b>4</b>	<b>Health</b>	<b>PE.4.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.4.VH.2</b> Examines the health benefits of participating in physical activity. (S5.E1.4) <b>PE.4.VH.3</b> Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.4.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.4.VH.5</b> Participates in learning new physical activities. <b>PE.4.VH.6</b> Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
	<b>Self-expression and Enjoyment</b>	<b>PE.4.VH.7</b> Ranks the enjoyment of participating in different physical activities. (S5.E3.4) <b>PE.4.VH.8</b> Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities or as a spectator. (S5.E4.4) <b>PE.4.VH.9</b> Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
<b>5</b>	<b>Health</b>	<b>PE.5.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.5.VH.2</b> Compares the health benefits of participating in selected physical activities. (S5.E1.5) <b>PE.5.VH.3</b> Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.5.VH.4</b> Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.5.VH.5</b> Seeks personally challenging activities. <b>PE.5.VH.6</b> Expresses (e.g., written essay, visual art) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
	<b>Self-expression and Enjoyment</b>	<b>PE.5.VH.7</b> Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) <b>PE.5.VH.8</b> Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5) <b>PE.5.VH.9</b> Describes the importance of being a positive spectator. <b>PE.5.VH.10</b> Using a Christian perspective, distinguishes between the idealized images of the human body and performance, as presented by the media, to determine their appropriateness as a role model.
<b>6</b>	<b>Health</b>	<b>PE.6.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.6.VH.2</b> Describes how being physically active leads to a healthy body. (S5.M1.6) <b>PE.6.VH.3</b> Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6) <b>PE.6.VH.4</b> Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.6.VH.5</b> Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.6.VH.6</b> Seeks personally challenging activities. <b>PE.6.VH.7</b> Recognizes individual challenges and copes in a positive way (e.g., extending effort, asking for help/feedback, modifying the tasks). (S5.M3.6)
	<b>Self-expression and Enjoyment</b>	<b>PE.6.VH.8</b> Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6) <b>PE.6.VH.9</b> Identifies how self-expression and physical activity are related. (S5.M5.6) <b>PE.6.VH.10</b> Demonstrates respect for self and others in activities, games, and as a spectator, by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6) <b>PE.6.VH.11</b> Using a Christian perspective, distinguishes between the idealized images of the human body and performance, as presented by the media, to determine their appropriateness as a role model.
<b>7</b>	<b>Health</b>	<b>PE.7.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.7.VH.2</b> Identifies different types of physical activities and describes how each exerts a positive impact on health. (S5.M1.7) <b>PE.7.VH.3</b> Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7) <b>PE.7.VH.4</b> Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.7.VH.5</b> Synthesizes physical health’s impact on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.7.VH.6</b> Participates in learning new personally challenging activities. <b>PE.7.VH.7</b> Generates positive strategies (e.g., offering suggestions or assistance, leading or following others, and providing possible solutions) when faced with a group challenge. (S5.M3.7)
	<b>Self-expression and Enjoyment</b>	<b>PE.7.VH.8</b> Identifies why self-selected physical activities create enjoyment. (S5.M4.7) <b>PE.7.VH.9</b> Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7) <b>PE.7.VH.10</b> Demonstrates the importance of social interaction by encouraging others, avoiding trash talk, and providing support to classmates. (S5.M6.7) <b>PE.7.VH.11</b> Critiques, from a Christian perspective, the idealized images of the human body and performance, as presented by the media.
<b>8</b>	<b>Health</b>	<b>PE.8.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.8.VH.2</b> Identifies the components of <i>health-related fitness</i> and explains the relationship to overall physical and mental health. (S5.M1.8) <b>PE.8.VH.3</b> Analyzes the empowering benefits of being physically active. (S5.M2.8) <b>PE.8.VH.4</b> Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.8.VH.5</b> Synthesizes physical health’s impact on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.8.VH.6</b> Participates in learning new personally challenging activities. <b>PE.8.VH.7</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
	<b>Self-expression and Enjoyment</b>	<b>PE.8.VH.8</b> Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8) <b>PE.8.VH.9</b> Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8) <b>PE.8.VH.10</b> Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8) <b>PE.8.VH.11</b> Demonstrates respect for others as a spectator or participant in games and activities. <b>PE.8.VH.12</b> Critiques, from a Christian perspective, the idealized images of the human body and performance, as presented by the media.