



**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

# 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</i> and <i>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</i> and <i>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</i> and <i>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, line drive, 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>

## 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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