



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.

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 – PHYSICAL FITNESS

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
Essential Question: Why is it important to achieve and maintain a healthy level of physical fitness?		Big Idea: Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.
K	Knowledge	PE.K.PF1 Identifies <i>active-play</i> opportunities outside physical education class. (S3.E1.K) PE.K.PF2 Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)
	Participation	PE.K.PF3 Actively participates in physical education class. (S3.E2.K) PE.K.PF4 Responds to God's love by using physical gifts to serve others.
	Assessment	PE.K.PF5 Participates in <i>health-related</i> fitness activities.
	Nutrition	PE.K.PF6 Recognizes that food provides energy for physical activity. (S3.E6.K)
1	Knowledge	PE.1.PF1 Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) PE.1.PF2 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)
	Participation	PE.1.PF3 Actively engages in physical education class. (S3.E2.1) PE.1.PF4 Responds to God's love by using physical gifts to serve others.
	Assessment	PE.1.PF5 Participates in <i>health-related fitness</i> activities.
	Nutrition	PE.1.PF6 Differentiates between healthy and unhealthy foods. (S3.E6.1)
2	Knowledge	PE.2.PF1 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) PE.2.PF2 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) PE.2.PF3 Identifies physical activities that contribute to fitness. (S3.E3.2b)
	Participation	PE.2.PF4 Actively engages in physical education class in response to instruction and practice. (S3.E2.2) PE.2.PF5 Responds to God's love by using physical gifts to serve others.
	Assessment	PE.2.PF6 Participates in <i>health-related fitness</i> activities.
	Nutrition	PE.2.PF7 Recognizes the connection between nutrition and physical activity. (S3.E6.2)
3	Knowledge	PE.3.PF1 Charts participation in physical activities outside physical education class. (S3.E1.3a) PE.3.PF2 Identifies physical activity as a way to become healthier. (S3.E1.3b) PE.3.PF3 Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3) PE.3.PF4 Recognizes the importance of <i>warm-up</i> and <i>cool-down</i> relative to vigorous physical activity. (S3.E4.3)
	Participation	PE.3.PF5 Engages in the activities of physical education class without teacher prompting. (S3.E2.3) PE.3.PF6 Responds to God's love by using physical gifts to serve others.
	Assessment	PE.3.PF7 Demonstrates, with teacher direction, the <i>health-related fitness components</i> . (S3.E5.3)
	Nutrition	PE.3.PF8 Identifies foods that are beneficial before and after physical activity. (S3.E6.3)
4	Knowledge	PE.4.PF1 Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4) PE.4.PF2 Identifies the components of <i>health-related fitness</i> . (S3.E3.4) PE.4.PF3 Identifies at least one activity associated with each component of <i>health-related fitness</i> . PE.4.PF4 Demonstrates <i>warm-up</i> and <i>cool-down</i> relative to the <i>defenrespiratory</i> fitness assessment. (S3.E4.4)
	Participation	PE.4.PF5 Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) PE.4.PF6 Responds to God's love by using physical gifts to serve others.
	Assessment	PE.4.PF7 Completes pre- and post- <i>fitness assessments</i> . (S3.E5.4a) PE.4.PF8 Identifies areas of needed remediation from personal test and, with teacher assistance, identifies corrective strategies. (S3.E5.4b)
	Nutrition	PE.4.PF9 Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)
5	Knowledge	PE.5.PF1 Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) PE.5.PF2 Differentiates between <i>skill-related</i> and <i>health-related fitness</i> . (S3.E3.5a) PE.5.PF3 Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E3.5b)
	Participation	PE.5.PF4 Actively engages in all the activities of physical education. (S3.E2.5) PE.5.PF5 Responds to God's love by using physical gifts to serve others.
	Assessment	PE.5.PF6 Analyzes results of pre- and post- fitness assessment, comparing results with <i>fitness components</i> for good health. (S3.E5.5a) PE.5.PF7 Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
	Nutrition	PE.5.PF8 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>Essential Question: Why is it important to achieve and maintain a healthy level of physical fitness?</p>		<p>Big Idea: Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.</p>
6	Knowledge	<p>PE.6.PF1 Describes how being physically active leads to a healthy body. (S3.M1.6)</p> <p>PE.6.PF2 Differentiates between <i>aerobic</i> and <i>anaerobic</i> capacity and between muscular strength and endurance. (S3.M10.6)</p> <p>PE.6.PF3 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>PE.6.PF4 Describes the role of <i>warm-ups</i> and <i>cool-downs</i> before and after physical activity. (S3.M12.6)</p> <p>PE.6.PF5 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>PE.6.PF6 Identifies <i>major muscles</i> used in selected physical activities. (S3.M14.6)</p> <p>PE.6.PF7 Identifies the components of <i>skill-related</i> fitness. (S3.M7.6)</p> <p>PE.6.PF8 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>PE.6.PF9 Employs correct techniques and methods of stretching. (S3.M9.6)</p>
	Participation	<p>PE.6.PF10 Participates in self-selected physical activity outside of physical education class. (S3.M2.6)</p> <p>PE.6.PF11 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>PE.6.PF12 Participates in a variety of <i>aerobic</i>-fitness activities using technology (e.g., fitness apps and trackers). (S3.M4.6)</p> <p>PE.6.PF13 Responds to God's love by using physical gifts to serve others.</p>
	Assessment	<p>PE.6.PF14 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>PE.6.PF15 Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)</p>
	Nutrition	<p>PE.6.PF16 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>
	Stress Management	<p>PE.6.PF17 Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)</p>
7	Knowledge	<p>PE.7.PF1 Identifies barriers and seeks solutions in order to maintain a physically active lifestyle. (S3.M1.7)</p> <p>PE.7.PF2 Describes the role of exercise and nutrition in weight management. (S3.M10.7)</p> <p>PE.7.PF3 Designs a <i>warm-up/cool-down</i> routine for a self-selected physical activity. (S3.M12.7)</p> <p>PE.7.PF4 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>PE.7.PF5 Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)</p> <p>PE.7.PF6 Distinguishes between <i>health-related</i> and <i>skill-related</i> fitness. (S3.M7.7)</p> <p>PE.7.PF7 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>PE.7.PF8 Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)</p>
	Participation	<p>PE.7.PF9 Participates in a physical activity twice a week outside of physical education class. (S3.M2.7)</p> <p>PE.7.PF10 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>PE.7.PF11 Plans, organizes, and implements events using physical gifts to serve others (e.g., distribute food, fun runs, rake leaves).</p>
	Assessment	<p>PE.7.PF12 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>PE.7.PF13 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>
	Nutrition	<p>PE.7.PF14 Develops strategies for balancing healthy food and water intake, along with daily physical activity. (S3.M17.7)</p>
	Stress Management	<p>PE.7.PF15 Practices strategies for dealing with stress, such as deep breathing and <i>aerobic</i> exercise. (S3.M18.7)</p>
8	Knowledge	<p>PE.8.PF1 Identifies the components of <i>health-related</i> fitness and explains the relationship to overall physical and mental health. (S3.M1.8)</p> <p>PE.8.PF2 Describes the role of flexibility in injury prevention. (S3.M10.8)</p> <p>PE.8.PF3 Uses the overload principle (<i>FITT formula</i>) in preparing a personal workout. (S3.M11.8)</p> <p>PE.8.PF4 Designs and implements a <i>warm-up/cool-down</i> routine for a self-selected physical activity. (S3.M12.8)</p> <p>PE.8.PF5 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>PE.8.PF6 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>PE.8.PF7 Compares and contrasts <i>health-related</i> fitness components. (S3.M7.8)</p> <p>PE.8.PF8 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>PE.8.PF9 Employs a variety of appropriate stretching techniques for all <i>major muscle groups</i>. (S3.M9.8)</p>
	Participation	<p>PE.8.PF10 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>PE.8.PF11 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>PE.8.PF12 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>PE.8.PF13 Participates in a self-selected lifetime sport, aquatic, or outdoor activity outside of the school day. (S3.M5.8)</p> <p>PE.8.PF14 Plans, organizes, and implements events using physical gifts to serve others (e.g., distribute food, fun runs, rake leaves).</p>
	Assessment	<p>PE.8.PF15 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>PE.8.PF16 Designs and implements a program to improve levels of <i>health-related</i> fitness and nutrition. (S3.M16.8)</p>
	Nutrition	<p>PE.8.PF17 Describes the relationship between poor nutrition and <i>health risk factors</i>. (S3.M17.8)</p>
	Stress Management	<p>PE.8.PF18 Demonstrates basic activities used in reducing stress (e.g., prayer, prayer walking, journaling, walking in nature, singing).</p>