



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 — RESPONSIBLE BEHAVIOR

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