## 2016 Elementary Physical Education Standards — Performance Application

### Essential Question: How can we give God honor through our application of the principles of movement and performance?

### Big Idea: We honor God by developing our physical talents and skills through individual and group performance activities.

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<th>GRADE</th>
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<th>STANDARDS (SHAPE ALIGNMENT)</th>
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</table>
| K     | Movement Concepts | PE.K.PA.1 Differentiates between movement in personal self-space and general space. (S2.E1.Ka)  
       |        | PE.K.PA.2 Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)  
       |        | PE.K.PA.4 Travels in general space with different speeds (slow, medium, fast). (S2.E1.Ka)  
       |        | PE.K.PA.5 Begins to develop the ability to move in open space without contacting other people or objects. |
| 1     | Movement Concepts | PE.1.PA.1 Moves in personal self-space and general space in response to teacher directed physical activities. (S2.E1.1)  
       |        | PE.1.PA.2 Travels in 3 of the 4 different directions (forward, backward, side-ways, diagonally). (S2.E1.2)  
       |        | PE.1.PA.3 Travels in three different pathways (curved, straight, zig-zag). (S2.E1.3)  
       |        | PE.1.PA.4 Maintains stillness on different bases of support with different body shapes. (S1.E7.1)  
       |        | PE.1.PA.5 Rolls with either a narrow or curled body shape. (S1.E9.1)  
       |        | PE.1.PA.6 Differentiates between fast and slow speeds. (S2.E3.1a)  
       |        | PE.1.PA.7 Differentiates between strong and light force. (S2.E3.1b)  
       |        | PE.1.PA.8 Demonstrates consistently the ability to move in open space without contacting other people or objects. |
| 2     | Movement Concepts | PE.2.PA.1 Moves in personal self-space and general space in response to teacher directed physical activities. (S2.E1.1)  
       |        | PE.2.PA.2 Travels demonstrating low, medium, and high levels. (S2.E2.1)  
       |        | PE.2.PA.3 Rolls in different directions with a narrow or curled body shape. (S1.E9.2)  
       |        | PE.2.PA.4 Balances on different bases of support, combining levels and shapes. (S1.E7.2a)  
       |        | PE.2.PA.5 Varies time and force with gradual increases and decreases. (S2.E3.2)  
       |        | PE.2.PA.6 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b) |
| 3     | Movement Concepts | PE.3.PA.1 Recognizes the concept of open spaces in a movement context. (S2.E1.3)  
       |        | PE.3.PA.2 Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)  
       |        | PE.3.PA.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)  
       | Movement Principles | PE.3.PA.4 Understands that appropriate practice improves performance. |
|       |        | PE.3.PA.5 Employs the concept of alignment in gymnastics. (S2.E4.3a) |
|       |        | PE.3.PA.6 Employs the concept of muscular tension with balance in gymnastics. (S2.E4.3b) |
|       | Strategies and Tactics | PE.3.PA.7 Applies simple strategies and tactics in chasing activities. (S2.E5.3a)  
       |        | PE.3.PA.8 Applies simple strategies in fleeing activities. (S2.E5.3b)  
| 4     | Movement Concepts | PE.4.PA.1 Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)  
       |        | PE.4.PA.2 Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)  
       |        | PE.4.PA.3 Dribbles in general space with changes in direction and speed. (S2.E1.4c)  
       |        | PE.4.PA.4 Combines movement concepts with skills in small-sided practice tasks and gymnastics environments. (S2.E2.4)  
       |        | PE.4.PA.5 Applies the movement concepts of speed, endurance, and pacing for running. (S2.E3.4a)  
       |        | PE.4.PA.6 Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b) |
| 5     | Movement Concepts | PE.5.PA.1 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and game environments. (S2.E1.5)  
       |        | PE.5.PA.2 Combines movement concepts with skills in small-sided practice tasks in gym environments and gymnastics with self direction. (S2.E2.5)  
       |        | PE.5.PA.3 Applies movement concepts to strategy in game situations. (S2.E3.5a)  
       |        | PE.5.PA.4 Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)  
       |        | PE.5.PA.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice tasks in game environments and gymnastics. (S2.E3.5c)  
       | Movement Principles | PE.5.PA.6 Applies information from a variety of internal and external sources to improve performance.  
                     |        | PE.5.PA.7 Recognizes sport specific movement patterns that can be applied to games (e.g., similarity of the ready position in striking movement).  
                     |        | PE.5.PA.8 Detects, analyzes, and corrects errors in a partner’s motor skills.  
|       | Strategies and Tactics | PE.5.PA.9 Applies basic offensive and defensive strategies and tactics in invasive small-sided practice tasks. (S2.E5.5a)  
       |        | PE.5.PA.10 Applies offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (S2.E5.5b)  
       |        | PE.5.PA.11 Recognizes the type of throw, volley, or striking action needed for different games and sports situations. (S2.E5.5c) |
### 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS — PERFORMANCE APPLICATION (CONTINUED)

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| **6** | **Offensive Strategies and Tactics** | **PE.6.PA.1** Creates open space by using locomotor movements (e.g., walking, running, jumping, and landing in combination with movement concepts (e.g., pathways, speed, direction). (S2.M.6)  
**PE.6.PA.2** Creates open space by staying spread on offense and cutting and passing quickly. (S2.M.7)  
**PE.6.PA.3** Creates open space with long-handed implement by varying force and direction, moving opponent from side to side. (S2.M.7)  
**PE.6.PA.4** Selects appropriate shot based on location of the object in relation to the target/goal. (S2.M.6)  
**PE.6.PA.5** Selects offensive options for opponents by returning to midcourt position (e.g., press in basketball). (S2.M.6)  
**PE.6.PA.6** Performs the following offensive skills without defensive pressure (e.g., pivot, give and go, fakes). (S1.M.7) |

| **6** | **Defensive Strategies and Tactics** | **PE.6.PA.8** Reduces open space on defense by making the body larger and reducing passing angles. (S2.M.6)  
**PE.6.PA.9** Reduces open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M.6)  
**PE.6.PA.10** Reduces offensive options for opponents by returning to midcourt position (e.g., press in basketball). (S2.M.6)  
**PE.6.PA.11** Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M.6)  
**PE.6.PA.12** Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.M.6) |

| **6** | **Transition Strategies and Tactics** | **PE.6.PA.13** Transitions from offense to defense or defense to offense by recovering quickly. (S2.M.6)  
**PE.6.PA.14** Applies strategies of force during gymnastic activities. (S2.M.6) |

| **6** | **Outdoor Activities** | **PE.6.PA.15** Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others. (S2.M.6)  
**PE.6.PA.16** Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M.6) |

| **7** | **Offensive Strategies and Tactics** | **PE.7.PA.1** Reduces open space on defense by making the body larger and reducing passing angles. (S2.M.7)  
**PE.7.PA.2** Reduces open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M.7)  
**PE.7.PA.3** Creates open space with long-handed implement by varying force and direction, moving opponent from side to side. (S2.M.7)  
**PE.7.PA.4** Selects appropriate shot based on location of the object in relation to the target/goal. (S2.M.7)  
**PE.7.PA.5** Selects offensive options for opponents by returning to midcourt position (e.g., press in basketball). (S2.M.7)  
**PE.7.PA.6** Performs the following offensive skills without defensive pressure (e.g., pivot, give and go, fakes). (S1.M.7) |

| **7** | **Defensive Strategies and Tactics** | **PE.7.PA.8** Reduces open space on defense by making the body larger and reducing passing angles. (S2.M.7)  
**PE.7.PA.9** Reduces open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M.7)  
**PE.7.PA.10** Reduces offensive options for opponents by returning to midcourt position (e.g., press in basketball). (S2.M.7)  
**PE.7.PA.11** Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M.7)  
**PE.7.PA.12** Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.M.7) |

| **7** | **Transition Strategies and Tactics** | **PE.7.PA.13** Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M.7)  
**PE.7.PA.14** Identifies and applies Newton’s laws of motion to various movement activities. (S2.M.7) |

| **7** | **Outdoor Activities** | **PE.7.PA.15** Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M.7)  
**PE.7.PA.16** Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. (S1.M.7) |

| **8** | **Offensive Strategies and Tactics** | **PE.8.PA.1** 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, fakes and pathways; pivot, give and go. (S2.M.8)  
**PE.8.PA.2** Creates open space by staying spread on offense and cutting and passing quickly, and using fakes off the ball. (S2.M.8)  
**PE.8.PA.3** Creates open space in net/gym with either a shirt- or long-handled implement by varying force or direction or by moving opponent side to side and/or forward and back. (S2.M.7)  
**PE.8.PA.4** Identifies sacrificial situations and attempts to advance a teammate. (S2.M.8)  
**PE.8.PA.5** Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M.7)  
**PE.8.PA.6** Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M.6) |

| **8** | **Defensive Strategies and Tactics** | **PE.8.PA.7** Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M.7)  
**PE.8.PA.8** Reduces open space by not allowing the catch or anticipating the speed of object or person for purpose of interception or deflection. (S2.M.7)  
**PE.8.PA.9** Selects appropriate shot based on location of opponent’s head (e.g., neck, shoulder, or hip). (S2.M.7)  
**PE.8.PA.10** Performs the following offensive skills without defensive pressure (e.g., pivot, give and go, fakes). (S1.M.7) |

| **8** | **Transition Strategies and Tactics** | **PE.8.PA.11** Transitions from offense to defense or defense to offense by recovering quickly, communicating, and capitalizing on an advantage. (S2.M.7)  
**PE.8.PA.12** Reduces open space in net/gym with either a shirt- or long-handled implement by varying force or direction or by moving opponent side to side and/or forward and back. (S2.M.7)  
**PE.8.PA.13** Reduces open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M.7) |

| **8** | **Outdoor Activities** | **PE.8.PA.14** Implements safe protocols in self-selected outdoor activities. (S2.M.7)  
**PE.8.PA.15** Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. (S1.M.7) |
**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?).

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**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.

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**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.

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**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 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.

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North American Division Seventh-day Adventist Church