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 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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OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church
## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS — RESPONSIBLE BEHAVIOR

### GRADE | TOPICS | STANDARDS (SHAPE ALIGNMENT)
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**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.8 Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.K)
|  |  | PE.K.RB.9 Works independently and safely in physical education. (S4.E6.2a)
|  |  | PE.K.RB.10 Works safely with physical education equipment. (S4.E6.2b)

### 1

| **1** | Personal Responsibility | PE.1.RB.1 Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
|  |  | PE.1.RB.2 Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
|  |  | PE.1.RB.3 Accepts specific corrective feedback from the teacher. (S4.E3.2)
|  |  | PE.1.RB.4 Practices Christ-like principles in interactions with others.
|  |  | PE.1.RB.5 Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).
|  | Rules and Safety | PE.1.RB.6 Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
|  |  | PE.1.RB.7 Follows the rules and parameters of the learning environment. (S4.E2.1)
|  |  | PE.1.RB.8 Responds appropriately to general feedback from the teacher. (S4.E3.1)
|  |  | PE.1.RB.9 Practices Christ-like principles in interactions with others.
|  |  | PE.1.RB.10 Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).

### 2

| **2** | Personal Responsibility | PE.2.RB.1 Exhibits personal responsibility in leader-directed activities. (S4.E1.3)
|  |  | PE.2.RB.2 Works independently for extended periods of time. (S4.E2.3)
|  |  | PE.2.RB.3 Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)
|  |  | PE.2.RB.4 Displays Christ-like qualities (e.g., acceptance, tolerance, inclusivity, adaptability) in physical activity settings.
|  |  | PE.2.RB.5 Praises others for their success in movement performance. (S4.E4.3b)
|  | Rules and Safety | 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.

### 3

| **3** | Personal Responsibility | PE.3.RB.1 Exhibits responsible behavior in independent group situations. (S4.E1.4)
|  |  | PE.3.RB.2 Reflects on personal social behavior in physical activity. (S4.E2.4)
|  |  | PE.3.RB.3 Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)
|  |  | PE.3.RB.4 Displays Christ-like qualities (e.g., acceptance, tolerance, inclusivity, adaptability) in physical activity settings.
|  |  | PE.3.RB.5 Praises the movement performance of others both more- and less-skilled. (S4.E4.4a)
|  | Rules and Safety | PE.3.RB.6 Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
|  |  | PE.3.RB.7 Consistently puts forth best effort in every task.

### 4

| **4** | Personal Responsibility | PE.4.RB.1 Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
|  |  | PE.4.RB.2 Works safely with peers and equipment in physical activity settings. (S4.E6.4)
|  |  | PE.4.RB.3 Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a)
|  |  | PE.4.RB.4 Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
|  |  | PE.4.RB.5 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.
|  | Rules and Safety | PE.4.RB.6 Gives corrective feedback respectfully to others. (S4.E3.5)
|  |  | PE.4.RB.7 Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
|  |  | PE.4.RB.8 Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).
|  |  | PE.4.RB.9 Consistently puts forth best effort in every task.

### 5

| **5** | Personal Responsibility | PE.5.RB.1 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk). (S4.M2.6)
|  |  | PE.5.RB.2 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)
|  |  | PE.5.RB.3 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.4 Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)
|  | Rules and Safety | PE.5.RB.5 Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)
|  |  | PE.5.RB.6 Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).
|  |  | PE.5.RB.7 Consistently puts forth best effort in every task.

### 6

| **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 Accepts responsibility for appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk). (S4.M2.6)
|  |  | PE.6.RB.3 Demonstrates responsibility for behavior when prompted. (S4.E2.6)
|  |  | PE.6.RB.4 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)
|  | Rules and Safety | PE.6.RB.5 Problem solves with a small group of classmates during adventure activities, small group initiatives, or game play. (S4.M5.7)
|  |  | PE.6.RB.6 Exhibits responsible social behaviors as participant and/or spectator. (S4.M1.7)
|  |  | PE.6.RB.7 Consistently puts forth best effort in every task.

### 7

| **7** | Personal Responsibility | PE.7.RB.1 Recognizes the role of rules and etiquette in selecting opportunities to participate in physical activity outside of class. (S4.M2.7)
|  |  | PE.7.RB.2 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.3 Willingly joins others of diverse cultures, religions, race, ethnicity, physical abilities, and families during physical activity. (S4.M1.8)
|  |  | PE.7.RB.4 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)
|  | Rules and Safety | PE.7.RB.5 Follows instructions/directions when prompted. (S4.E3.7)
|  |  | PE.7.RB.6 Recognizes the role of rules and etiquette in teacher-directed physical activities and games. (S4.M6.6)
|  |  | PE.7.RB.7 Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)

### 8

| **8** | Personal Responsibility | PE.8.RB.1 Accepts responsibility for improving or maintaining 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 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.
|  | Rules and Safety | PE.8.RB.4 Willingly joins others of diverse cultures, religions, ethnicity, physical abilities, and families during physical activity. (S4.M1.8)
|  |  | PE.8.RB.5 Consistently puts forth best effort in every task.

## Big Idea:
We show respect for ourselves and others because we recognize that we are God’s creation.