

ST. PAUL LUTHERAN SCHOOL

PHYSICAL EDUCATION

“THEREFORE, I URGE YOU, BROTHERS, IN VIEW OF GOD’S
MERCY, TO OFFER YOUR BODIES AS LIVING SACRIFICES, HOLY
AND PLEASING TO GOD—THIS IS YOUR SPIRITUAL ACT OF
WORSHIP.”~**ROMANS 12:1**

ST. PAUL LUTHERAN SCHOOL

PHYSICAL EDUCATION CURRICULUM

PHILOSOPHY

Physical education is part of Christian education that follows God's command to preserve our bodies as temples of the Holy Spirit (1 Corinthians 6:19-20). This education is a vital part in the training of the child as a whole. The children are to realize this is done through the study and execution of various physical activities designed to coordinate and strengthen the body, while emphasizing doing all to the glory of God.

OBJECTIVES

Through the physical education curriculum, St. Paul Lutheran School will:

1. Help the student to develop and maintain a high level of strength and endurance.
 - a. Develop cardiovascular strength and endurance.
 - b. Develop muscular strength and endurance.
 - c. Develop agility and the ability to control body movements efficiently through a variety of activities.
 - d. Develop flexibility of all body joints with undue muscle strain.
 - e. To gain knowledge for controlling weight and body composition.
2. Help the student to develop a variety of psychomotor skills.
 - a. Develop gross motor skills involving balance and agility through the use of large muscle groups.
 - b. Develop fine motor skills through the use of small muscle groups.
 - c. Learn appropriate developmental patterns-the ability to perform combinations of movements such as walking and running which growing children learn sequentially and progressively.
 - d. Learn sport skills of our culture and others.
 - e. Learn sports and other activities for lifetime use, such as golf, tennis, bowling, etc.
3. Help the student to develop the knowledge and understanding of physical education.
 - a. Learn the basic principles of physiology of exercise; effects of exercise on the human body such as training heart rate, exercise intensity, frequency, and duration.
 - b. Develop the knowledge of procedures and skills needed to participate in activities conducive to healthful living and wise use of leisure time.

- c. Develop the understanding of the history, rules, strategies, safety measures, equipment selection and care of sports, games, etc.
- 4. Help the student to develop positive attitudes and behaviors regarding physical education.
 - a. Develop an appreciation for and attitude toward developing and maintaining the body God has so fearfully and wonderfully made.
 - b. Learn good sportsmanship; to accept victory and defeat graciously, and to play according to the spirit of the rules of the game.
 - c. Learn teamwork to achieve common goals.
 - d. Learn emotional control in both competitive and non-competitive situations.
 - e. Learn the roles of both leader and follower
 - f. Learn to recognize and accept their strengths and weaknesses as well as those of others.
 - g. Develop positive self-concept based on the knowledge of God's undeserved love for all sinners.

Standards were taken from www.dpi.wi.gov and revised to meet the philosophy of St. Paul Lutheran School.

STANDARD 1: DEMONSTRATES COMPETENCY IN MOTOR SKILLS AND MOVEMENT PATTERNS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

PK–2

Young children are very active and enjoy learning and develop new ways to move and be active. Students achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations. They demonstrate smooth transitions between sequential locomotor skills. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw). They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

3–5

Older children develop maturity and versatility in the use of fundamental motor skills for more pleasurable movement experiences. Students achieve mature forms in the basic non-locomotor and manipulative skills for performance outcomes (e.g., hitting targets). They use these skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other.

Students also acquire some specialized skills basic to a movement form (i.e., basketball chest pass, softball fielding with a glove).

6–8

Adolescents are able to participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms in the basic skills of the more specialized sports, dance, and gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other skills. Students demonstrate use of tactics with sport activities.

1. GRADES PK–2

Learning Priority: Develops, refines, and applies fundamental motor patterns.

A. USES LOCOMOTOR SKILLS.

- 1:1:A1 Skips, hops, gallops, slides, etc., using mature form.
- 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.
- 1:1:A3 Repeats a dance pattern without cues.
- 1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.

B. USES MANIPULATIVE SKILLS.

- 1:1:B1 Throws a ball underhand using mature form.
- 1:1:B2 Throws a ball overhand.
- 1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).
- 1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.

C. USES NON-LOCOMOTOR SKILLS.

- 1:1:C1 Balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and symmetrical shapes.

2. GRADES 3–5

Learning Priority: Refines, combines, and varies motor skills.

A. REFINES SKILL DEVELOPMENT.

1:2:A1 Jumps vertically and lands using mature form.

1:2:A2 Throws overhand with mature form.

1:2:A3 Catches a fly ball using mature form.

1:2:A4 Strikes an object using feet, hands, or implement to a target.

Examples include: volleyball, soccer, baseball, hockey, golf, rackets.

1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.

1:2:A6 Balances with control on a variety of objects.

REFINES SKILL APPLICATION.

1:2:B1 Performs a combination of movement, sport, or leisure skills.

Examples include:

- dribble, pass, receive, shoot
- juggling
- rhythm patterns
- jump rope front cross

1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.

1:2:B3 Throws a ball overhand and hits a moving target.

3. GRADES 6–8

Learning Priority: Demonstrates basic and specialized skills, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.

A. ACHIEVES SKILL DEVELOPMENT IN MODIFIED SPORT, DANCE, GYMNASTICS, AND OUTDOOR ACTIVITIES.

1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).

1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).

1:3:A3 Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction.

1:3:A4 Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.

1:3:A5 Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.

1:3:A6 Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).

1:3:A7 Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.

B. APPLIES SKILL APPLICATION TO SUCCESSFUL USE OF SKILLS AND SPORTS TACTICS.

1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.).

1:3:B2 Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).

1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).

1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.

STANDARD 2: DEMONSTRATES UNDERSTANDING OF MOVEMENT CONCEPTS, PRINCIPLES, STRATEGIES, AND TACTICS AS THEY APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITIES.

PK–2

Young children are rapidly maturing in their basic cognitive abilities. They learn and apply concepts such as actions, planes, and personal/general space. They identify and perform concepts of effort and relationships that vary the quality of movement. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance.

3–5

Older children are able to comprehend more complex concepts and principles and apply them in structured settings. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. They also use their knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others. As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

6–8

Adolescents exhibit an increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements

of activity-specific movement skills, and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

1. GRADES PK–2

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. DEMONSTRATES COGNITIVE UNDERSTANDING.

- 2:1:A1 Identifies correctly body planes and various body parts.
- 2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.
- 2:1:A3 States that best effort is shown by trying new or hard tasks.
- 2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.
- 2:1:A5 Corrects movement errors in response to corrective feedback.
- 2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.
- 2:1:A7 Explains that appropriate practice improves performance.
- 2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

2. GRADES 3–5

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. DEMONSTRATES COGNITIVE UNDERSTANDING.

- 2:2:A1 Explains that warm-up prepares the body for physical activity.
- 2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.
- 2:2:A3 Identifies and demonstrates key elements of skill being taught.
- 2:2:A4 Explains the necessity of transferring weight in skills.
- 2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

Learning Priority: Develops the ability to transfer complex motor skills they have learned into new skills/games.

B. UTILIZES SKILL APPLICATION.

- 2:2:B1 Recognizes accurately the critical elements of a skill demonstrated

- by a fellow student and provides feedback to that student.
- 2:2:B2 Corrects movement errors in response to corrective feedback given by teacher or peer.
- 2:2:B3 Designs a new game incorporating at least two motor skills and rules.
- 2:2:B4 Explains how appropriate practice improves performance.

3. GRADES 6–8

Learning Priority: Applies cognitive understanding to improve motor skill development and performance.

A. APPLIES COGNITIVE UNDERSTANDING AND APPLICATION TO SKILL DEVELOPMENT: PRINCIPLES OF PRACTICE, CRITICAL ELEMENTS OF SKILLS, AND ERROR CORRECTION.

- 2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.
- 2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.
- 2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.
- 2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).
- 2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.
- 2:3:A6 Explains force application and how it affects flight path of object.
- 2:3:A7 Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance.

B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.

- 2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).
- 2:3:B2 Explains at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.).
- 2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.
- 2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

STANDARD 3: PARTICIPATES REGULARLY IN PHYSICAL ACTIVITY

PK–2

Young children participate in physical activities largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis outside of physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students knowingly select and participate in activities during their leisure time that are moderate to vigorous in nature and that they find enjoyable. They recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body and voluntarily choose to engage in activities that contribute to improved health. Students begin to use skills and knowledge acquired in physical education class during their leisure-time physical activity.

3–5

Older children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they derive. They voluntarily participate in moderate to vigorous physical activity for longer periods of time outside of physical education class. Students are able to identify and make use of opportunities at school and within the community for regular participation in physical activity. They begin to recognize and use critical elements and movement concepts to sustain their own participation in activities they enjoy. They are capable of using information from a variety of sources (internal and external) to regulate their activity participation.

6–8

Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and use practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and nonschool settings.

1. GRADES PK–2

Learning Priority: Engages in many types of physical activities.

A. CHOOSES TO BE PHYSICALLY ACTIVE.

3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis.

3:1:A2 Participates in a variety of physical activities outside of school, with and without objects.

3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.

2. GRADES 3–5

Learning Priority: Regularly participates in activities that provide enjoyment and health benefits.

A. CHOOSES TO BE PHYSICALLY ACTIVE.

3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.

3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.

3:2:A3 Chooses to participate in structured and purposeful activity.

3:2:A4 Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.

3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program.

B. Sets goals for a physically active lifestyle.

3:2:B1 Identifies one personal movement goal for use outside of physical education class.

3:2:B2 Identifies two personal fitness goals to improve personal fitness.

3. GRADES 6–8

Learning Priority: Develops and implements an individual physical activity plan.

A. PLANS FOR PHYSICAL ACTIVITY BASED ON PERSONAL GOALS AND INTERESTS.

3:3:A1 Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community.

3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.

3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.

B. PARTICIPATES REGULARLY IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY IN AND OUT OF SCHOOL.

3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day.

3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals.

3:3:B3 Documents practice time as specified by their physical education teacher.

3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.

STANDARD 4: ACHIEVES AND MAINTAINS A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS.

PK–2

Young children engage in a variety of activities that serve to promote health-related physical fitness. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness. They participate in physical activity intermittently for short periods of time and will accumulate a relatively high volume of total activity and have fun while doing so. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing).

3–5

Older children regularly participate in physical activity for the purpose of improving physical fitness. Students participate in moderate to vigorous physical activity for longer periods of time without tiring. They begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations. With teacher assistance, students interpret the results and understand the significance of information provided by formal measures of physical fitness. Students at this level will be introduced to the components of health-related fitness (aerobic capacity, muscular strength and endurance, flexibility, and body composition).

6–8

Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including aerobic capacity, muscular strength and endurance, flexibility, and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

1. GRADES PK–2

Learning Priority: Develops knowledge, skills, and attitudes

toward achieving physical fitness.

A. CHOOSES TO BE PHYSICALLY ACTIVE.

4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.

4:1:A2 Engages in a series of physical activities without tiring easily.

4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

B. MANAGES HEALTHY PHYSICAL ACTIVITY.

4:1:B1 Begins to identify muscle groups used in activities.

4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.

4:1:B3 Recognizes that health-related physical fitness consists of several different components.

2. GRADES 3–5

Learning Priority: Develops healthy habits that address the various components of physical fitness.

A. UNDERSTANDS HEALTH BENEFITS OF BEING PHYSICALLY ACTIVE.

4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.

4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.

4:2:A3 Identifies at least one muscle for each physical fitness test (such as FitnessGram) used.

4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.

B. MANAGES HEALTHY PHYSICAL ACTIVITY.

4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

4:2:B2 Meets the age- and gender-specific health-related fitness standards.

4:2:B3 Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests.

3. GRADES 6–8

Learning Priority: Acquires and applies knowledge of the fitness components for overall fitness.

A. ACQUIRES AND APPLIES FITNESS KNOWLEDGE.

- 4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.
- 4:3:A2 Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).
- 4:3:A3 Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).
- 4:3:A4 Performs physical fitness test with correct form and/or technique.
- 4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.
- 4:3:A6 Develops, with teacher assistance, an individual plan for improving fitness levels.
- 4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.
- 4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).
- 4:3:A9 Demonstrates knowledge of all major muscle groups.

B. DEVELOPS FITNESS AS IT RELATES TO AEROBIC FITNESS/BODY COMPOSITION, MUSCULAR FITNESS, AND FLEXIBILITY.

- 4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.
- 4:3:B2 Documents individual physical activity in relation to all the health-related components of fitness.
- 4:3:B3 Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.
- 4:3:B4 Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
- 4:3:B5 Completes a total body resistance training workout with safe lifting procedures (e.g., large muscles first, proper form and balance, correct amount of resistance, rest day, etc.).
- 4:3:B6 Completes a total body stretching routine with safe stretching techniques.

STANDARD 5: EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT GLORIFIES GOD AND RESPECTS SELF AND OTHERS IN PHYSICAL ACTIVITY SETTINGS.

PK–2

Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. They know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackling a challenge, with Christ's actions in mind.

3–5

Older children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Students identify purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups. Older children work independently and productively for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

6–8

Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions, in light of Christ's love for them, to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

1. GRADES PK–2

Learning Priority: Applies safe practices, adherence to rules

and procedures, etiquette, cooperation and teamwork, ethical behavior, and Christian social interaction.

A. INCORPORATES SAFE PRACTICES AND ADHERENCE TO RULES AND PROCEDURES.

- 5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.
- 5:1:A2 Follows directions given to the class for an all-class activity.
- 5:1:A3 Uses safety procedures.
- 5:1:A4 Reports the results of work honestly.
- 5:1:A5 Enjoys participating alone while exploring movement tasks.
- 5:1:A6 Follows rules, procedures, and etiquette in class.
- 5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.

B. DEMONSTRATES TEAMWORK, ETHICS, AND CHRISTIAN SOCIAL INTERACTION.

- 5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.
- 5:1:B2 Participates in a variety of cooperative activities.
- 5:1:B3 Works in a diverse group setting without interfering with others.
- 5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).
- 5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.
- 5:1:B6 Regularly encourages others and refrains from negative statements.

2. GRADES 3–5

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. DEMONSTRATES SAFE PRACTICES AND ADHERENCE TO RULES AND PROCEDURES.

- 5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
- 5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.
- 5:2:A3 Demonstrates safe control of body and equipment.
- 5:2:A4 Follows class, activity, or game rules respectfully.

B. DEMONSTRATES A COMMITMENT TO TEAMWORK, ETHICS, AND CHRISTIAN SOCIAL INTERACTION.

- 5:2:B1 Cooperates with all class members by taking turns and sharing equipment.
- 5:2:B2 Participates in a variety of team building activities.
- 5:2:B3 Works productively with a partner to improve performance.

- 5:2:B4 Recognizes and appreciates similar and different activity choices of peers.
- 5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.
- 5:2:B6 Shows respect for the views of a peer during class discussion.
- 5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.
- 5:2:B8 Regularly encourages others and refrains from negative statements.

3. GRADES 6–8

Learning Priority: Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. DEVELOPS PERSONAL RESPONSIBILITY.

- 5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.
- 5:3:A2 Identifies the importance of following class and procedures.
- 5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).
- 5:3:A4 Follows and listens to all directions and asks for help when needed.
- 5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.
- 5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).
- 5:3:A7 Identifies and practices ethical behavior.

B. DEVELOPS SOCIAL RESPONSIBILITY.

- 5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.
- 5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.
- 5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).
- 5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).
- 5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/

rules of an activity etc.) in adventure and team building activities.

5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.

STANDARD 6: VALUES PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION, AND/OR SOCIAL INTERACTION.

K–2

Young children are the most active segment of our population. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They feel joy as they gain competence in them. They begin to function as members of a group and to work cooperatively for brief periods of time.

3–5

Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of different and similar skill levels.

6–8

Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet from competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.

1. GRADES PK–2

Learning Priority: Participates in new movements and skills for enjoyment.

A. Engages in physical activity.

6:1:A1 Shares verbal and nonverbal indicators of enjoyment.

6:1:A2 Attempts new movements and skills willingly.

6:1:A3 Participates even when not successful.

6:1:A4 Identifies several activities that are enjoyable.

6:1:A5 Expresses personal feelings on progress made while learning a

new skill.

2. GRADES 3–5

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. APPLIES INTRINSIC VALUES TO PHYSICAL ACTIVITY.

6:2:A1 Identifies positive feelings associated with participation in physical activities.

6:2:A2 Selects and practices a skill on which improvement is needed.

6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.

6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.

6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.

B. DEMONSTRATES POSITIVE SOCIAL INTERACTION AS A BENEFIT OF PHYSICAL ACTIVITY.

6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.

6:2:B2 Interacts with others by helping with their physical activity challenges.

6:2:B3 Chooses to participate in group physical activities.

3. GRADES 6–8

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. VALUES THE BENEFITS OF PHYSICAL ACTIVITY PHYSICALLY, MENTALLY, EMOTIONALLY, AND SOCIALLY.

6:3:A1 Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.

6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.

6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.

6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.

- 6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.
- 6:3:A6 Seeks personally-challenging experiences in physical activity settings.
- 6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.
- 6:3:A8 Describes the ways to use body and movement to communicate ideas and feelings in creative dance.
- 6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).
- 6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.
- 6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.