

# KEY LEARNINGS: PHYSICAL EDUCATION CHART

2009-2011

	<b>Spiritual Emphasis</b>	<b>Movement and Motor Skills</b>	<b>Lifestyle and Fitness</b>	<b>Sportsmanship and Appropriate Behaviors</b>
<b>K</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyle, God's ideal</li> <li>• Principles that promote health</li> <li>• At-risk behaviors</li> <li>• Balance in work - leisure</li> <li>• Interaction of physical on the whole being</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in manipulative, locomotor and non-locomotor skills</li> <li>• Walking, running</li> <li>• Skip, strike</li> <li>• Beginning movement vocab</li> <li>• Apply concepts to performance</li> </ul>	<ul style="list-style-type: none"> <li>• Daily physical activity</li> <li>• Exertion during free time</li> <li>• Fitness test</li> <li>• Physiological signs of moderate physical activity</li> <li>• Positive in participation</li> <li>• New movement activities and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of grace and forgiveness</li> <li>• Rules, procedures and safe practices</li> <li>• Share space and equipment</li> <li>• Interact regardless of personal differences</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyle, God's ideal</li> <li>• Principles that promote health</li> <li>• At-risk behaviors</li> <li>• Balance in work and leisure</li> <li>• Interaction of physical on the whole being</li> </ul>	<ul style="list-style-type: none"> <li>• Skipping, hopping, galloping and sliding</li> <li>• Motor patterns in simple combinations</li> <li>• Transitions between sequential motor skills</li> <li>• Adapt and adjust skills</li> <li>• Control traveling activities</li> <li>• Elements of basic patterns</li> <li>• Movement concepts</li> <li>• Feedback to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• Pleasure in participation</li> <li>• Sustained physical activity</li> <li>• Physiological indicators of vigorous physical activity</li> <li>• Measure heart rate</li> <li>• Components of health-related physical fitness</li> <li>• Try new activities</li> <li>• Enjoy interaction through physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Rules, procedures and safe practices</li> <li>• Follow directions</li> <li>• Work cooperatively</li> <li>• Play and cooperate with others regardless of personal differences</li> <li>• Treat others with respect</li> <li>• Resolve conflicts</li> <li>• Practice Christ-like principles</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyle, God's ideal</li> <li>• Principles that promote health</li> <li>• At-risk behaviors</li> <li>• Balance in work and leisure</li> <li>• Interaction of physical on the whole being</li> </ul>	<ul style="list-style-type: none"> <li>• Mature form in all locomotor patterns</li> <li>• Adapt a skill to unpredictable environment</li> <li>• Combine movement skills</li> <li>• Improve personal performance</li> <li>• Provide feedback to others</li> </ul>	<ul style="list-style-type: none"> <li>• Improve skill and health</li> <li>• Benefits from regular physical activity</li> <li>• Personal health status</li> <li>• Fitness testing program</li> <li>• Enjoyment in activities</li> <li>• Increase skill competence</li> <li>• Interact while participating</li> <li>• Self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• Rules, procedures and etiquette</li> <li>• Safety principles</li> <li>• Work cooperatively</li> <li>• Work independently</li> <li>• Explore cultural/ethnic self awareness</li> <li>• Activities of national, cultural and ethnic origins</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyle, God's ideal</li> <li>• Principles that promote health</li> <li>• At-risk behaviors</li> <li>• Balance in work and leisure</li> <li>• Interaction of physical on the whole being</li> </ul>	<ul style="list-style-type: none"> <li>• Mature form in manipulative, locomotor, non-locomotor skills</li> <li>• Competence in specialized skills</li> <li>• Adapt and combine skills</li> <li>• Beginning strategies for net and invasion games</li> <li>• Improve performance</li> <li>• Movement patterns applied to games</li> <li>• Terms that describe basic movement</li> <li>• Offensive and defensive strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Regular participation</li> <li>• Personal interests to one's exercise behavior</li> <li>• Aspects of healthy lifestyle</li> <li>• Monitor exercise intensity</li> <li>• Cool-down and warm-up</li> <li>• Improvement of selected fitness components</li> <li>• Personal fitness goals</li> <li>• Physical fitness test</li> <li>• Positive opportunity for social/group interaction</li> <li>• Enjoyment in activities</li> <li>• Challenging experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Rules, procedures and etiquette</li> <li>• Goal in cooperative and competitive activities</li> <li>• Christ-like decisions</li> <li>• Utilize time effectively</li> <li>• Acknowledge differences in behaviors in groups</li> <li>• Work cooperatively with all peers</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyle, God's ideal</li> <li>• Principles that promote health</li> <li>• At-risk behaviors</li> <li>• Balance in work and leisure</li> <li>• Interaction of physical on the whole being</li> </ul>	<ul style="list-style-type: none"> <li>• Competence in variety of movement forms</li> <li>• Advanced movement and game strategies</li> <li>• Sport specific skills</li> <li>• High performance level</li> <li>• Advanced sport skill knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Personal goals</li> <li>• Health-enhancing activities</li> <li>• New physical activities</li> <li>• Physiological indicators of exercise</li> <li>• Improve physical fitness</li> <li>• Physical fitness test</li> <li>• Enjoy participation</li> <li>• Social benefits</li> <li>• New and challenging activities</li> </ul>	<ul style="list-style-type: none"> <li>• Apply God's help in dealing with peer pressure</li> <li>• Solve problems</li> <li>• Consequences with true competition</li> <li>• Achieve group goals</li> <li>• Supportive, inclusive, exclusionary behaviors</li> <li>• Willingly join others of diverse groups</li> </ul>

