



Physical Education Curriculum

(revised 2014-2015 school year)

I. Introduction

- A. Foundational statements key to all curriculum strands include the school's:
1. philosophy of education, as articulated in the CSI publication *The Beginning of Wisdom*;
 2. statement of purpose;
 3. principles of instruction;
 4. mission statement
- B. The role of Christian physical education is to provide students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy life in order to serve God and others. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful and God-honoring lifestyle.
- C. The physical education curriculum should be integrated into other subject areas whenever possible for it to be the most beneficial to students.

II. Biblical Truths Related to Physical Education

- A. "So God created man in His own image...God saw all that He had made, and it was very good." (Genesis 1:27a, 31a)
- B. "Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body." (I Corinthians 6:19-20)
- C. "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." (Psalm 139:13-14)
- D. "Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God—which is your spiritual worship. Do not

conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—His good, pleasing, and perfect will." (Romans 12:1)

E. "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." (Colossians 3:23-24)

F: "We have different gifts, according to the grace given to each of us." (Romans 12:6a)

III. Philosophy

The physical body is an integral part of the total human being created by God in His image. The body is a God-given possession in and through which we live the Christian life. The task of physical education is threefold. First, we need to awaken in students thankfulness for the wonders of the body they possess. Second, we need to teach our students that to care for their physical bodies is part of their reasonable service to God so that we can serve Him. Third, children need to be encouraged to incorporate cooperation and wise decisions, attitudes, and actions pertaining to health, fitness, Christian work, and leisure throughout their lives.

IV. Physical Education Standards for K-8 Students

Sioux Center Christian School has chosen to adopt the national standards from the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), 2013. The standards are listed below (standard 1 was created by the physical education review team to guide the work of the other standards).

1. Students will develop positive relationships through interacting with others while participating in physical education.
2. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
3. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

4. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
5. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
6. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

V. Physical Education Scope and Sequence for K-8 Students

1. Students will develop positive relationships through interacting with others while participating in physical education.*

***Standard 1 is an overarching standard that applies to all activities done to meet standards 2-6.**

Relationships

Students will:

- model behaviors needed to live in a covenantal school community. (The Trailblazer Traits)
- develop a level of personal responsibility to accept (love) others, to cooperate with others, and to play with those who are different. (e.g. race, gender, ethnicity, disability)
- develop a level of personal responsibility as it relates to safety in the P.E. classroom, including both equipment and peers.
- use positive interactive skills in large and small group activities.
- identify appropriate and inappropriate behaviors for participating with others in physical activity settings.
- demonstrate the ability to resolve conflicts/disagreements in socially acceptable ways.

- understand that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.
- understand the difference between compliance and non-compliance with game rules and fair play.
- understand that the participation of ALL members of the class is needed for a successful outcome for the activity/drill/game.
- separate their feelings resulting from challenges, successes, and failures in physical education/sports/intramurals from their self worth as a child of the King. (Difference between who you are and what you do)

Health Enhancement

Students will:

- understand that continuous aerobic activity for a specified period of time will improve cardiovascular endurance.
- understand that proper stretching increases flexibility and understand why flexibility is important.
- understand that exercise is one of the components necessary to control obesity.
- understand that physical activity produces feelings of pleasure.
- understand the need to promote muscular strength-building activities.
- understand that appropriate practice leads to improved performance.
- understand that there are many different options for physical activity and maintaining physically active/healthy lifestyles.
- participate in a structured health-related fitness assessment.

2. The physically literate individual demonstrates competency in a variety of motor skills, movement patterns, and manipulative activities.

Activity	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
LOCOMOTOR MOVEMENTS									
Walk	I	I	X	X	X	X	X	X	X
Jog	I	I	X	X	X	X	X	X	X
Hop, One Foot	I	I	X	X	X	X	X	X	X
Hop, Two Feet	I	I	X	X	X	X	X	X	X
Gallop	I	I	X	X	X	X	X	X	X
Run	I	I	X	X	X	X	X	X	X
Skip	I	I	I	X	X	X	X	X	X
Leap	I	I	I	X	X	X	X	X	X
Grapevine		I	I	I	X	X	X	X	X
NON-LOCOMOTOR MOVEMENTS									
Bend	I	I	X	X	X	X	X	X	X
Stretch	I	I	X	X	X	X	X	X	X
Turn	I	I	X	X	X	X	X	X	X
Twist	I	I	X	X	X	X	X	X	X
Push	I	I	I	X	X	X	X	X	X
Pull	I	I	I	X	X	X	X	X	X
Lift	I	I	I	X	X	X	X	X	X
Swing	I	I	X	X	X	X	X	X	X
Dodge	I	I	I	I	X	X	X	X	X
Balance/Stability	I	I	X	X	X	X	X	X	X

I = Introduce

X = Practice

Activity	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
DRIBBLING									
Favorite Hand/Foot	I	I	X	X	X	X	X	X	X
Off Hand/Foot	I	I	X	X	X	X	X	X	X

Stationary	I	I	X	X	X	X	X	X	X
Moving	I	I	X	X	X	X	X	X	X
Moving with Speed, Direction, and Purpose	I	I	I	I	X	X	X	X	X
Maintaining Control with Defensive Pressure			I	I	X	X	X	X	X
ROLLING									
Large Ball	I	I	X	X	X	X	X	X	X
Small Ball	I	I	X	X	X	X	X	X	X
Accuracy	I	I	X	X	X	X	X	X	X
CATCHING									
Self Toss/Catch	I	I	I	X	X	X	X	X	X
Partner Toss/Catch	I	I	I	X	X	X	X	X	X
In a Game Situation		I	I	X	X	X	X	X	X
Using a Glove					I	X	X	X	X
THROWING									
Accuracy	I	I	I	X	X	X	X	X	X
Distance	I	I	I	X	X	X	X	X	X
Underhand	I	I	X	X	X	X	X	X	X
Overhand	I	I	X	X	X	X	X	X	X
Beanbag	I	I	X						
Frisbee						I	I	X	X
Football				I	I	I	I	X	X
Softball	I	I	X	X	X	X	X	X	X
Playground Ball	I	I	X	X	X	X	X	X	X
KICKING									
Stationary Ball	I	I	X	X	X	X	X	X	X
Moving Ball	I	I	X	X	X	X	X	X	X
Passed Ball	I	I	X	X	X	X	X	X	X
Partner Trap/Pass	I	I	X	X	X	X	X	X	X
Dropkick		I	I	X	X	X	X	X	X
PASSING									
Soccer Ball	I	I	X	X	X	X	X	X	X
Volleyball Overhand/Underhand			I	I	X	X	X	X	X

Basketball, Chest, Bounce	I	I	X	X	X	X	X	X	X
Baseball, Two Hands									
Pillo Polo/Hockey	I	I	X	X	X	X	X	X	X
Frisbee						I	I	X	X
Football					I	I	I	X	X
Baton				I	I	X	X	X	X
TRAPPING									
Soccer Ball, Ground	I	I	X	X	X	X	X	X	X
Soccer Ball, Air				I	I	X	X	X	X
FIELDING									
Softball, Ground, Throw, Pop Fly	I	I	X	X	X	X	X	X	X
STRIKING									
4 Square		I	X	X	X	X	X	X	X
Paddles/Rackets	I	I	X	X	X	X	X	X	X
Pillo Polo/Hockey	I	I	X	X	X	X	X	X	X
Beach ball	I	I	X						
Volleyball			I	X	X	X	X	X	X
BATTING									
Tee	I	X	X						
Pitched		I	I	X	X	X	X	X	X

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3. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Activity	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Laterality		I	I	X	X	X	X	X	X
Directionality	I	I	X	X	X	X	X	X	X
Balance	I	I	X	X	X	X	X	X	X
Coordination	I	I	X	X	X	X	X	X	X
Motor Planning	I	I	X	X	X	X	X	X	X
Quickness			I	X	X	X	X	X	X
Power	I	I	I	X	X	X	X	X	X
Speed	I	I	I	X	X	X	X	X	X

Agility		I	I	I	X	X	X	X	X
Rhythm	I	I	X	X	X	X	X	X	X

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4. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Activity	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Muscular Strength	I	I	X	X	X	X	X	X	X
Flexibility	I	I	X	X	X	X	X	X	X
Cardiovascular Endurance	I	I	X	X	X	X	X	X	X
Muscular Endurance	I	I	I	X	X	X	X	X	X

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5. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Activity	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Follow Directions	I	I	I	I	I	I	I	I	I
Follow Rules	I	I	I	X	X	X	X	X	X
Accept Feedback	I	I	I	X	X	X	X	X	X
Encourage Classmates	I	I	I	X	X	X	X	X	X
Accept Others' Abilities	I	I	X	X	X	X	X	X	X
Safety	I	I	X	X	X	X	X	X	X

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6. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Activity	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Jump Ropes	I	I	X	X	X	X	X	X	X
Long Jump Ropes		I	X	X	X	X	X	X	X
Hula Hoops	I	I	X	X	X				
Parachute	I	I	X	X	X				
Swimming			X	X	X				
TEAM SPORTS									
Basketball	I	I	X	X	X	X	X	X	X
Football					I	X	X	X	X
Hockey/Pillo Polo	I	I	X	X	X	X	X	X	X
Kickball	I	I	X	X	X	X	X	X	X
Paddles/Racket	I	I	X	X	X	X	X	X	X
Softball	I	I	X	X	X	X	X	X	X
Soccer	I	I	X	X	X	X	X	X	X
Track and Field						I	X	X	X
Volleyball			I	I	X	X	X	X	X
****Outdoor activities are dependent on weather conditions.									

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NOTE: All health-related activities are covered in the Sioux Center Christian School science and health curricula.