Rhode Island Physical Education

Grades 2, 3

Adopted 2003

Students will demonstrate competency in many movement forms and proficiency in a few movement forms.	- **use mature form in combination gross locomotor patterns (skip, gallop, slide).** 2-3.S1.1 - **master non-locomotor skills (body, space, time, effort, relationship).** 2-3.S1.2 - **use rudimentary form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).** 2-3.S1.3 - **apply fundamental combinations of movement skills, in low organized games and activities (e.g., run and jump, strike and run).** 2-3.S1.4
Students will apply movement concepts and principles to the learning and development of motor skills.	- **apply movement vocabulary to an appropriate situation.** 2-3.S2.1 - **use introductory application of biomechanical principles (e.g., center of gravity, base of support, force).** 2-3.S2.2 - **recognize critical elements of movement skills to provide feedback to self and others (e.g. peer assessment).** 2-3.S2.3 - **recognize introductory strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead).** 2-3.S2.4
Students will understand the implications of and the benefits derived from involvement in physical activity.	- **recognize the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).** 2-3.S3.1 - **recognize the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).** 2-3.S3.2 - **recognize the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).** 2-3.S3.3 - **use physical activity as a means of self-expression.** 2-3.S3.4
Students will apply ph ski ma	- **participate at the introductory level in some components of a health-related hysical fitness assessment tool (e.g., FitnessGram, Physical Best, President's ouncil on Physical Fitness).** 2-3.S4.1

Skip to main content

active lifestyle and a health-enhancing level of physical fitness.	- **select and participate regularly in physical activities for the purpose of improving skills and health.** 2-3.S4.2 - **recognize how fitness testing results relate to their ability to perform various physical activities.** 2-3.S4.3 - **participate in several activities related to each component of health-related physical fitness (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility).** 2-3.S4.4 - **recognize changes in pre and post-test results in health-related fitness tests resulting from physical activity.** 2-3.S4.5 - **recognize that a variety of technologies exist that may enhance fitness levels (e.g. web-based programs, fitness machines, etc.).** 2-3.S4.6
Students will demonstrate responsible personal and social behavior in physical activity settings.	- **use self control in movement activities.** 2-3.S5.1 - **follow activity-specific laws, rules, procedures, and etiquette.** 2-3.S5.2 - **utilize safety principles in activity situations and settings.** 2-3.S5.3 - **work cooperatively and productively with a partner and/or a group to accomplish a set goal.** 2-3.S5.4 - **work independently and on task for developmentally appropriate periods of time.** 2-3.S5.5 - **recognize ways to peacefully resolve conflicts.** 2-3.S5.6 - **describe appropriate interactions for participating in group activities.** 2-3.S5.7
Students will understand that internal and external environments influence physical activity.	- **recognize appropriate and safe areas within the community to participate in physical activity.** 2-3.S6.1 - **recognize physical activities that can be performed in a variety of settings.** 2-3.S6.2 - **recognize how peers, media, and technology can impact one's level of physical activity.** 2-3.S6.3 - **recognize healthy ways to promote physical activity with peers.** 2-3.S6.4 - **identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation department, PAL).** 2-3.S6.5 - **identify a variety of valid sources to find information about physical activity.** 2-3.S6.6