Rhode Island Physical Education

Grades 4, 5

Adopted 2003

Students will demonstrate competency in many movement forms and proficiency in a few movement forms.	- **use mature form in many gross locomotor and many combination patterns (run, hop, jump, leap, skip, gallop, slide).** 4-5.S1.1 - **use mature form in non-locomotor skills (body, space, time, effort, relationship).** 4-5.S1.2 - **show mature form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).** 4-5.S1.3 - **show mature form in fundamental combinations of movement skills (e.g., run and jump, strike and run).** 4-5.S1.4 - **apply beginning strategies in various games and sports.** 4-5.S1.5 - **transfer movement skills between activities at a rudimentary level.** 4-5.S1.6 - **practice activities to increase skill competence.** 4-5.S1.7
Students will apply movement concepts and principles to the learning and development of motor skills.	- **use rudimentary application of biomechanical principles (e.g. center of gravity, base of support, force).** 4-5.S2.1 - **use critical elements of fundamental and specialized movement skills to provide feedback to self and others (e.g. self/peer assessment of: transfer of weight, opposition skills, point to target).** 4-5.S2.2 - **use rudimentary strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead).** 4-5.S2.3 - **transfer movement skills, concepts, and principles between activities at a rudimentary level.** 4-5.S2.4
Students will understand the implications of and the benefits derived from involvement in physical activity.	- **identify the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).** 4-5.S3.1 - **identify the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).** 4-5.S3.2

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	- identify the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork). 4-5.S3.3
	- identify the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration). 4-5.S3.4
	- use physical activity as a means of self-expression. 4-5.S3.5
Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.	- participate in a health-related physical fitness assessment (e.g., FitnessGram, Physical Best, President's Council). 4-5.S4.1
	- make progress towards, meet, or exceed the health-related fitness standards of the assessment tool. 4-5.S4.2
	- understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities. 4-5.S4.3
	- recognize changes in pre and post test results in health-related fitness tests and develop basic physical activity plan based on these results. 4-5.S4.4
	- identify several physical activities related to each component of health-related physical fitness (e.g., cardiovascular - jogging, aerobics, hiking, spinning) or (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility). 4-5.S4.5
	- select and participate regularly in physical activities for the purpose of improving physical skills and health. 4-5.S4.6
	- identify factors that promote and that prevent physical activity and develop some strategies to maintain a physically active lifestyle. 4-5.S4.7
	- identify ways to be physically active in structured and non-structured settings that promote lifelong fitness. 4-5.S4.8
	- identify a variety of technologies that can assist in the development of a fitness plan (e.g. websites, heart rate monitors, etc.). 4-5.S4.9
Students will demonstrate responsible personal and social behavior in physical activity settings.	- use self control in game and movement activities. 4-5.S5.1
	- follow activity-specific laws, rules, procedures, and etiquette. 4-5.S5.2
	- utilize safety principles in activity situations and settings. 4-5.S5.3
	- work cooperatively and productively with a partner and/or a group to accomplish a set goal. 4-5.S5.4
	- work independently and on task for developmentally appropriate periods of time. 4-5.S5.5

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	- **describe and use appropriate ways to peacefully resolve conflicts.** 4-5.S5.6
	- **interact appropriately with peers while participating in group activities.** 4-5.S5.7
Students will understand that internal and external environments influence physical activity.	- **identify appropriate and safe areas within the community to participate in physical activity.** 4-5.S6.1
	- **identify physical activities that can be performed in a variety of settings.** 4-5.S6.2
	- **have a fundamental understanding of how media and technology can impact one's level of physical activity.** 4-5.S6.3
	- **identify healthy ways to promote physical activity with peers.** 4-5.S6.4
	- **identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation department, PAL).** 4-5.S6.5
	- **use a variety of valid sources to find information about physical activity.** 4-5.S6.6
	- **identify a variety of emotions that can impact physical activity levels.** 4-5.S6.7