Rhode Island Physical Education

Grades 6, 7, 8

Adopted 2003

Students will demonstrate competency in many movement forms and proficiency in a few movement forms.	- **use mature form in many basic manipulative, locomotor and non-locomotor skills.** 6-8.S1.1 - **show consistency in skills specific to games and sports (e.g., pivoting, sliding, setting).** 6-8.S1.2 - **adapt and combine skills to the demands of increasingly complex situations of selected movement forms.** 6-8.S1.3 - **show competence in modified versions in a variety of movement forms (e.g., half-court basketball -use different size ball, more players on team).** 6-8.S1.4
Students will apply movement concepts and principles to the learning and development of motor skills.	- **use information from a variety of sources of internal and external origin to improve performance.** 6-8.S2.1 - **identify and apply biomechanical principles to enhance performance.** 6-8.S2.2 - **identify and apply critical elements of various movement forms to provide feedback for both self- and peer-assessment.** 6-8.S2.3 - **understand and apply strategies in a variety of game situations.** 6-8.S2.4 - **transfer movement skills, concepts and principles between activities at a consistent level.** 6-8.S2.5
Students will understand the implications of and the benefits derived from involvement in physical activity.	- **explain the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).** 6-8.S3.1 - **explain the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).** 6-8.S3.2 - **explain the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).** 6-8.S3.3 - **explain the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration).** 6-8.S3.4

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- **articipate in more challenging activities to learn new skills.** 6-8.S3.5

	- **use physical activity as a means of self-expression.** 6-8.S3.6
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).** 6-8.S4.1 - **make progress towards, meet, or exceed in the health-related fitness standards of the assessment tool.** 6-8.S4.2 - **assess and evaluate personal health status from fitness assessment results.** 6-8.S4.3 - **develop personal fitness goals and a plan to achieve those goals based on the results of the health-related physical fitness assessment.** 6-8.S4.4 - **participate in activities to achieve personal fitness goals.** 6-8.S4.5 - **participate in activities to improve skills and health (include activities related to each component of health-related physical fitness).** 6-8.S4.6 - **explain factors that affect physical activity and develop strategies some strategies to maintain a physically active lifestyle.** 6-8.S4.7 - **meet or exceed national physical activity recommendations by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health.** 6-8.S4.8 - **describe how various technologies can help to assess, plan, maintain and enhance physical activity level (e.g. web-based programs, heart rate monitors, pedometers, etc).** 6-8.S4.9
Students will demonstrate responsible personal and social behavior in physical activity settings.	- **use responsible decision making in all physical activity settings. (e.g., applying safe practices, laws, rules, and procedures).** 6-8.S5.1 - **explain the influence of peer pressure on behavior in physical activity settings.** 6-8.S5.2 - **resolve conflict in appropriate ways.** 6-8.S5.3 - **analyze potential consequences when confronted with a behavior choice.** 6-8.S5.4 - **work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.** 6-8.S5.5 - **discuss the use of physical activity as a means for social interaction.** 6-8.S5.6 - **participate with others in games, sports, and activities to achieve a common goal.** 6-8.S5.7

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Students will understand that internal and external environments influence physical activity.	- **describe appropriate and safe areas within the community to participate in physical activity.** 6-8.S6.1 - **describe physical activities that can be performed in a variety of settings.** 6-8.S6.2 - **describe different forms of media and technology that impact one's level of physical activity.** 6-8.S6.3 - **describe how one's home/family environment can impact one's level and type of physical activity.** 6-8.S6.4 - **describe healthy ways to promote physical activity with one's peers.** 6-8.S6.5 - **identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWWCA, Recreation departments, PAL).** 6-8.S6.6 - **use a variety of reliable and valid sources to find information about physical activity.** 6-8.S6.7 - **describe how positive and negative emotions can impact physical activity levels.** 6-8.S6.8