Rhode Island Physical Education

Grades 9, 10, 11, 12

Adopted 2003

Students will demonstrate competency in many movement forms and proficiency in a few movement forms.	- **show competence (e.g., basic skills, strategies, and rules) in an increasing number of more complex versions in at least three types of movement forms (e.g., individual, team, and recreational activities).** 9-12.S1.1 - **show proficiency in a few movement forms (e.g. individual, team, and recreational activities).** 9-12.S1.2
Students will apply movement concepts and principles to the learning and development of motor skills.	- **apply activity-specific knowledge to develop movement competence or proficiency.** 9-12.S2.1 - **identify and apply critical elements to enable the development of movement competence or proficiency.** 9-12.S2.2 - **transfer movement skills, concepts, and principles between activities at a more complex level.** 9-12.S2.3 - **analyze and apply basic offensive and defensive strategies in games and sports.** 9-12.S2.4
Students will understand the implications of and the benefits derived from involvement in physical activity.	- **analyze the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention).** 9-12.S3.1 - **analyze the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).** 9-12.S3.2 - **analyze the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).** 9-12.S3.3 - **identify the cognitive benefits of regular participation in physical activity (e.g., increases levels of serotonin and endorphins in the brain, producing state of relaxed alertness conducive to learning.)** 9-12.S3.4
Students will apply physical activity-related skills and concepts to ma act	- **participate in the health-related physical fitness assessment.** 9-12.S4.1 - **show improvement in, meet, or exceed the health-related fitness standards of the ssessment tool.** 9-12.S4.2

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health-enhancing level of physical fitness.	- **interpret results of fitness assessment to understand personal health status.** 9-12.S4.3 - **apply fitness assessment results to develop personal fitness goals and create a detailed plan to achieve those goals to improve personal health status.** 9-12.S4.4 - **explain how and why participation in a variety of activities can affect fitness and health.** 9-12.S4.5 - **participate in activities to improve physical skills and fitness (include activities related to each component of health-related physical fitness).** 9-12.S4.6 - **analyze factors that affect physical activity and apply behavioral and cognitive strategies to adopt and maintain a physically active lifestyle.** 9-12.S4.7 - **show improvement in, meet or exceed national physical activity recommendations by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health.** 9-12.S4.8 - **utilize a variety of technologies to assess, plan, maintain or enhance physical activity level.** 9-12.S4.9
Students will demonstrate responsible personal and social behavior in physical activity settings.	- **apply safe practices, rules, and procedures in all physical activity settings.** 9-12.S5.1 - **explain why and how rules make participation in physical activity safe.** 9-12.S5.2 - **act independently of negative peer pressure.** 9-12.S5.3 - **resolve conflicts in appropriate ways.** 9-12.S5.4 - **work cooperatively and productively with a partner and/or a group setting to accomplish a set goal.** 9-12.S5.5 - **anticipate potentially dangerous consequences and outcomes of participation in physical activities.** 9-12.S5.6 - **describe how physical activity can provide opportunities for positive social interaction.** 9-12.S5.7 - **participate with others in games, sports, and activities to achieve a common goal.** 9-12.S5.8
Students will understand that internal and external environments influence ph	- **evaluate appropriate and safe areas within the community to participate in physical activity.** 9-12.S6.1 - **identify physical activities that can be performed in a variety of settings.** 9-12.S6.2

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- **analyze how media and technology can impact one's level and type of physical activity.** 9-12.S6.3
- **explain how the home/family environment can impact one's level of physical activity.** 9-12.S6.4
- **design healthy ways to promote physical activity with one's peers.** 9-12.S6.5
- **identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, Recreation departments, PAL).** 9-12.S6.6
- **analyze a variety of resources to select physical activity information that is reliable and valid.** 9-12.S6.7
- **identify and analyze how positive and negative emotions can impact physical activity levels, and describe ways to overcome emotional barriers to physical activity.** 9-12.S6.8