



# **PHYSICAL EDUCATION CURRICULUM**

**K-12**

**Spring 2014**

Physical Education is the only subject which by the very nature of its content, has the potential to affect how a person will feel every moment of every day for the rest of his or her life.

## Acknowledgement

This curriculum is the work of elementary, middle and high school Physical Education teachers in North Kingstown. Their knowledge of the subject and their dedication to providing appropriate, challenging physical education to all students is apparent in the quality of this document.

Developers of the North Kingstown School Department K – 12 Physical Education Curriculum:

Lynn Downey

Kris Graham

Donna Manchester

Heather Perkins

Lisa Vinacco

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K-12 Physical Education Curriculum  
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## North Kingstown School Department

### Physical Education Curriculum

#### **Philosophy Statement**

Physical Education is an integral part of the total educational program of each student in our district. Through the medium of sport and movement all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. Through exposure to a wide variety of activities, students will gain the necessary knowledge to understand the importance of and make educated decisions around opportunities to achieve and maintain a healthy lifestyle.

The North Kingstown School District is committed to and supports the development of a positive and appropriate values driven education. Social skills which include but are not limited to respect, cooperation, communication, teamwork and sportsmanship are an important aspect of the Physical Education curriculum and will be directly taught throughout the student's school career.

The values, principles and concepts associated with a quality physical education program surpass the boundaries of the gymnasium and playing fields. Physical activity is a catalyst for learning in all content areas. The North Kingstown school district is committed to providing programming in physical education which allows frequent and diverse opportunities to engage in physical activities necessary to support a healthy mind and body.

## **Content Standards for Physical Education**

Standard #1: A physically educated person will be able to demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard #2: A physically educated person will be able to apply movement concepts, principles and rules to the learning and development of motor skills with attention to safety.

Standard #3: A physically educated person will be able to exhibit and maintain a physically active lifestyle and a health-enhancing level of physical fitness.

Standard #4: A physically educated person will be able to demonstrate responsible personal and social behavior in physical activity settings while respecting diversity among people.

Standard #5: A physically educated person will be able to utilize physical activity for enjoyment, challenge, self-expression, and social interaction.

Derived from NASPE (National Association for Sports & Physical Education) Standards

## Hallmarks of Excellence for Physical Education

### Quality Physical Education is...

a program that provides learning opportunities, appropriate instruction, meaningful and challenging content and student and program assessment. In addition, a quality physical education improves mental alertness, academic performance, and readiness and enthusiasm for learning in our nation's youth.

### The Four Components of a High Quality Physical Education Program

#### Opportunity to Learn

- All students are required to take physical education
- Instructional periods total 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school)
- Physical education class size consistent with that of other subject areas
- Qualified physical education specialist provides a developmentally appropriate program
- Adequate and safe equipment and facilities

#### Meaningful Content

- Written, sequential curriculum for grades P-12, based on state and/or national standards for physical education
- Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

#### Appropriate Instruction

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Physical activity not assigned as or withheld as punishment
- Regular assessment to monitor and reinforce student learning

#### Student and Program Assessment

- Assessment is an ongoing, vital part of the physical education program
- Formative and summative assessment of student progress
- Student assessments aligned with state/national physical education standards and the written physical education curriculum
- Assessment of program elements that support quality physical education
- Stakeholders periodically evaluate the total physical education program effectiveness

Derived from the NASPE Resource Brief

## Physical Education Curriculum Scope and Sequence

GRADE LEVEL	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Locomotive Activities	X	X	X	X						X			
Object Control Activities	X	X	X	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X		X		
Rhythmic Activities	X	X	X	X	X	X	X	X	X	X			
Cooperative Group Activities	X	X	X	X	X	X	X	X	X	X	X	X	X
Playground Games	X	X	X	X	X	X							
Fitness Activities	X	X	X	X	X	X	X	X	X	X	X	X	X
Individual Lifelong Activities				X	X	X	X	X	X		X	X	X
Team Activity Skills				X	X	X	X	X	X	X	X	X	X

**Assessment Statement:** All standards will be addressed at each grade level. Developmentally appropriate skills will be taught and assessed at each grade level. Rubrics will be used as a guideline for performance expectations at each grade level. Rubrics are designed in accordance with North Kingstown School Department guidelines and can be found at the building level.

# Essential Questions

Why is the development of motor skills essential?

Why are skills and game knowledge important to participate in physical activities/sports?

How do you move efficiently and safely within a physical setting?

What different ways can the body move given a specific purpose?

How can we move effectively and efficiently?

How do you measure one's physical fitness?

How do you maintain physical fitness?

What can you do to be physically active and why is physical activity important?

How does physical activity affect your ability to concentrate on academics?

What are characteristics of good sportsmanship?

What role does cooperation play in physical activities/sports?

Why is respect for individual differences so important?

How can individual differences enhance and contribute to group productivity?

How can physical activity/sports provide a wide range of lifelong benefits?

How does physical education enhance total well-being—social, mental, emotional and physical?

## Frequency and Mandates

### **Elementary**

Full day Kindergarten students receive physical education instruction from certified physical education specialists for 30 minutes twice a week. Half day Kindergarten students receive physical education for 30 minutes once a week.

Students in grades 1 – 5 receive physical education instruction from certified physical education specialists every week for 30 minutes twice a week.

### **Middle School**

All middle school students receive physical education instruction from certified physical education specialists every other day for 42 minutes.

### **High School**

All high school students receive physical education instruction from certified physical education specialists every other day for 90 minutes for one semester. This course is required for graduation and must be passed each year.

**North Kingstown School Department Physical Education programs are required to be in accordance with Rhode Island General Law 16-22-4**

***Standard #1 Demonstrates competency in many movement forms and proficiency in a few movement forms***

Student will:

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Develop a variety of basic locomotor and non-locomotor skills	Develop a variety of basic locomotor and non-locomotor skills	Develop a variety of basic locomotor and non-locomotor skills
Develop a variety of object control through manipulative skills	Develop a variety of object control through manipulative skills	Develop a variety of object control through manipulative skills
Develop basic transition between sequential motor skills	Develop basic transition between sequential motor skills	Develop basic transition between sequential motor skills
Develop use of a variety body parts to balance	Develop use of a variety body parts to balance	Develop use of a variety body parts to balance
Develop rhythmic patterns and skills	Develop rhythmic patterns and skills	Develop rhythmic patterns and skills
Travel in a variety of pathways around obstacles while using special awareness knowledge and concepts	Travel in a variety of pathways around obstacles while using special awareness knowledge and concepts	Travel in a variety of pathways around obstacles while using special awareness knowledge and concepts
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

***Standard #1 Demonstrates competency in many movement forms and proficiency in a few movement forms***

*Student will:*

Grade 3	Grade 4	Grade 5
Demonstrate proficiency in a variety of basic locomotor and non-locomotor skills	Apply mature object control and non-locomotor skills	Apply mature object control and non-locomotor skills
Demonstrate developmentally appropriate object control skills	Combine movement skills to applied activity settings	Combine movement skills to applied activity settings
Demonstrate simple motor patterns	Apply principles of movement to enhance spatial awareness	Apply principles of movement to enhance spatial awareness
Demonstrate the use of a variety of body parts to balance	Apply controlled balance in a variety of activities and movement sequences	Apply controlled balance in a variety of activities and movement sequences
Demonstrate rhythmic patterns and skills	Demonstrate linking rhythmic patterns together	Demonstrate linking rhythmic patterns together
Travel in a variety of pathways around obstacles while using spatial awareness knowledge and concepts	Understand the concepts of safety and spatial awareness in a game or activity setting	Understand the concepts of safety and spatial awareness in a game or activity setting
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

***Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.***

Student will be able to:

Grade 6	Grade 7	Grade 8
Demonstrate mature form in many basic manipulative, locomotor, and non-locomotor skills	Use consistent, mature form in many basic manipulative, locomotor, and non-locomotor skills	Demonstrate competent, mature form in many basic manipulative, locomotor and non-locomotor skills
Show consistency in skills specific to games and sports	Demonstrate consistency in skills specific to games, sports, and rhythmic activities	Demonstrate competency in skills specific to games, sports, and rhythmic activities
Adopt and combine skills to the demands of increasingly complex situations of selected movement forms	Demonstrate consistency in adapting and combining skills to the demands of increasingly complex situations of selected movement forms	Demonstrate competency in adapting and combining skills to the demands of increasingly complex situations of selected movement forms
Demonstrate mature form in modified versions of a variety of movement forms	Demonstrate consistent, mature form in modified versions of a variety of movements	Demonstrate competent, mature form in modified versions of a variety of movements

***Standard #1: Demonstrate competency in many movement forms and proficiency in a few movement forms.***

Student will be able to:

Grade 9	Grade 10	Grade 11	Grade 12
Demonstrate sport-specific skill in selected physical activities	Execute proper static and dynamic body alignment while performing complex movements (striking, serving, releasing, throwing, lifting)	Understand the relationship between principles of movement and the laws of motion as they apply to skill performance (transfer body weight, importance of follow through, point of release)	Use principles of skill analysis to improve previously acquired skills
Demonstrate combinations of mature patterns as they apply to activities	Use mature form and appropriate sequence in combinations of fundamental motor skills (back swing, strike, follow through)	Use combinations of mature motor patterns as they apply to a variety of activities, games and sports (dribble, volley, pass)	Use various forms of feedback efficiently
Adapt a skill to the demands of dynamic, unpredictable environments (perform manipulative task while dodging)	Demonstrate competence in more complex versions of different types of movement forms such as individual and team sports		Adjust performance based upon various forms of feedback (improve techniques and specific skills)
Demonstrate linking rhythmic patterns together			Demonstrate a degree of skillfulness and consistency in the execution of basic skill in a few movement forms
			Demonstrate the ability to use advance skills in a few movement forms (drop shot in badminton)

***Standard #2 Applies movement concepts, principles and rules to the learning and development of motor skills and attention to safety***

Student will:

Kindergarten	Grade 1	Grade 2
Understand the importance of rules and procedures for safe participation in a physical activity setting	Understand the importance of rules and procedures for safe participation in a physical activity setting	Understand the importance of rules and procedures for safe participation in a physical activity setting
Demonstrate appropriate spatial awareness for self and others	Demonstrate appropriate spatial awareness for self and others	Demonstrate appropriate spatial awareness for self and others
Establish a beginning movement vocabulary	Establish a beginning movement vocabulary	Establish a beginning movement vocabulary
Know the proper safe use of equipment	Know the proper safe use of equipment	Know the proper safe use of equipment
Recognize potential dangerous situations	Recognize potential dangerous situations	Recognize potential dangerous situations
Demonstrate responsible safe adjustments in a variety of game situations	Demonstrate responsible safe adjustments in a variety of game situations	Demonstrate responsible safe adjustments in a variety of game situations
Use teacher observation and feedback to improve performance	Use teacher observation and feedback to improve performance	Use teacher observation and feedback to improve performance

***Standard #2 Applies movement concepts, principles and rules to the learning and development of motor skills with attention to safety***

*Student will:*

Grade 3	Grade 4	Grade 5
Apply rules and procedures for safe participation in physical activity settings	Apply rules and procedures for safe participation in physical activity settings	Apply rules and procedures for safe participation in physical activity settings
Apply appropriate spatial awareness for self and others in physical activity settings	Demonstrate concern for the safety of self and others when participating in physical activities	Demonstrate concern for the safety of self and others when participating in physical activities
Demonstrate knowledge of movement vocabulary	Apply knowledge of movement vocabulary	Apply knowledge of movement vocabulary
Use equipment properly and safely	Use equipment properly and safely	Use equipment properly and safely
Recognize and avoids potentially dangerous situations	Understand the risk of injury if activity is performed without regard to safety	Understand the risk of injury if activity is performed without regard to safety
Understand the strategies and rules that impact the ability to effectively participate in physical activity	Understand the strategies and rules that impact the ability to effectively participate in physical activity	Understand the strategies and rules that impact the ability to effectively participate in physical activity
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

***Standard 2: Apply movement concepts, principles, and rules to the learning and development of motor skills with attention to safety.***

Student will be able to:

Grade 6	Grade 7	Grade 8
Identify information from a variety of sources of internal and external origin to improve performance	Demonstrate information from a variety of sources of internal and external origin to improve performance	Apply an understanding of information from a variety of sources of internal and external origin
Identify biomechanical principles to enhance performance	Demonstrate biomechanical principles to enhance performance	Apply biomechanical principles to enhance performance and apply consistently
Identify critical elements of various movement forms to provide feedback for both self and peer assessment	Demonstrate critical elements of various movement forms to provide feedback for both self and peer assessment	Apply critical elements of various movement forms to provide feedback for both self and peer assessment
Identify strategies in a variety of game situations	Demonstrate strategies in a variety of game situations	Apply a variety of strategies in game situations
Identify movement skills, concepts, and principles between activities at a consistent level	Demonstrate movement skills, concepts, and principles between activities at a consistent level	Apply transfer movement skills, concepts, and principles between activities at a consistent level

***Standard #2: Applies movement concepts, principles and rules to the learning and development of motor skills with attention to safety.***

Student will be able to:

Grade 9	Grade 10	Grade 11	Grade 12
Perform the essential elements of advance movement skills	Perform essential elements of advanced movement skills	Implement movement strategies for sports and other physical activities	Recognize the need for and demonstrate proper use and care of equipment
Abide by the rules and procedures for safe participation in physical activity	Understand and apply principles of skill analysis to improve previously acquired skills and govern different types of movement	Demonstrate concern for safety of others when participating in physical activity	Demonstrate concern for safety of others when participating in physical activity
Demonstrate concern for safety of others when participating in physical activity	Understand and apply principles of skill analysis to previously acquired skills	Recognize the risk and safety factors associated with physical activity	Apply internal and external feedback to modify movement to improve ability during performance
Understand and apply principles of skill analysis to previously acquired skills	Demonstrate concern for safety of others when participating in physical activity	Demonstrate proper use and care of equipment	Understand important physiological and scientifically based information in regard to movement
Demonstrate proper use and care of equipment	Acquire basic understanding of physiological movement and functioning of the skeletal and muscular systems specific to activity	Understand the risk of injury if activity is performed incorrectly or without proper dress	Understand the risk of injury if activity is performed incorrectly or without proper dress
Understand the risk of injury if activity is performed incorrectly or without proper dress	Understand the risk of injury if activity is performed incorrectly or without proper dress		

***Standard #3 Exhibits and maintains a physically active lifestyle and a health-enhancing level of physical fitness***

Student will:

Kindergarten	Grade 1	Grade 2
Seek to participate in a Physical Education setting in physical activity that is moderate to vigorous in nature	Seek to participate in a Physical Education setting in physical activity that is moderate to vigorous in nature	Seek to participate in a Physical Education setting in physical activity that is moderate to vigorous in nature
Recognize that physical fitness activity is good for personal wellness	Recognize that physical fitness activity is good for personal wellness	Recognize that physical fitness activity is good for personal wellness
Identify changes in the body during vigorous physical activity	Identify changes in the body during vigorous physical activity	Identify changes in the body during vigorous physical activity
Know importance of proper warm-up and cool down	Know importance of proper warm-up and cool down	Know importance of proper warm-up and cool down
Understand health benefits of activity	Understand health benefits of activity	Understand health benefits of activity
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

**Standard #3 Exhibits and maintains a physically active lifestyle and a health-enhancing level of physical fitness**

*Student will:*

Grade 3	Grade 4	Grade 5
Seek to participate in the Physical Education setting in physical activity that is moderate to vigorous in nature	Seek to participate in the Physical Education setting in physical activity that is moderate to vigorous in nature	Seek to participate in the Physical Education setting in physical activity that is moderate to vigorous in nature
Recognize that physical activity is good for personal wellness	Understand the health benefits derived from result from regular and appropriate participation in physical activity	Understand the health benefits derived from result from regular and appropriate participation in physical activity
Describe changes in the body during physical activity	Demonstrate a variety of skills necessary for participation, in a Physical Education setting, for participation in lifetime activities	Demonstrate a variety of skills necessary for participation, in a Physical Education setting, for participation in lifetime activities
Identify how to monitor intensity of exercise	Apply information from fitness assessments to set goals to improve or maintain selected fitness levels	Apply information from fitness assessments to set goals to improve or maintain selected fitness levels
Engage in activities , in a Physical Education setting, that develop physical fitness	Engage in activities, in a Physical Education setting, that develop physical fitness	Engage in activities, in a Physical Education setting, that develop physical fitness
Demonstrate knowledge of wellness and fitness vocabulary	Demonstrate knowledge of wellness and fitness vocabulary	Demonstrate knowledge of wellness and fitness vocabulary
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

***Standard 3: Exhibit and maintain a physically active lifestyle and a health-enhancing level of physical fitness.***

Student will be able to:

Grade 6	Grade 7	Grade 8
Identify the physical benefits of regular participation in physical activity	Demonstrate the physical benefits of regular participation in physical activity	Analyze and personalize the physical benefits of regular participation in physical activity
Identify the emotional benefits of regular physical activity	Identify and explain the emotional benefits of regular participation in physical activity	Analyze and personalize the emotional benefits of regular participation in physical activity
Identify the social and cognitive benefits of regular participation in physical activity	Identify and explain the social and cognitive benefits of regular participation in physical activity	Analyze and personalize the social and cognitive benefits of regular participation in physical activity
Participate in challenging activities to learn new skills	Participate consistently in challenging activities to learn new skills	Implement challenging activities to learn new skills
Apply a variety of physical activities as a means of self-expression	Identify and apply a variety of physical activities as a means of self-expression	Adopt and apply various physical activities as a means of self-expression

***Standard # 3: Exhibits and maintains a physically active lifestyle and health-enhancing level of physical fitness***

Student will be able to:

Grade 9	Grade 10	Grade 11	Grade 12
Demonstrate a variety of skills necessary for participation in lifetime activities	Apply the health benefits derived from regular physical activity to his/her personal fitness needs	Incorporate a variety of ways to use movement on a regular basis	Understand physical activity as an important part of their life and recognize such consequent benefits
Demonstrate knowledge of health benefits derived from physical activity	Apply the information from fitness assessments to set goal, improve fitness levels and design personal fitness programs	Demonstrate a variety of skills necessary for participation in lifetime activities	Understand the long term psychological benefits of regular participation in physical activity
Demonstrate knowledge of activities designed to improve and maintain muscular endurance, flexibility, cardiorespiratory function	Understand and briefly describe factors that impact the ability to participate in physical activity	Participate regularly in physical activities in class that would signify the maintenance of physically active lifestyle	Participate in physical activities, independent of teacher expectations, that benefit people of all ages and abilities
Participate regularly in activity for purpose of improving skill and health	Understand the five health components of physical fitness	Engage in proper warm-up and cool-down for specific physical activities	Identify a variety of career opportunities associated with sport and fitness
Incorporate a variety of ways to use movement on a regular basis	Know how to differentiate the body's response to physical activity or various exercise intensities		Recognize their roles as discriminating consumers of physical activity programs and equipment
Demonstrate a variety of skills necessary for participation in lifetime activities	Incorporate a variety of ways to use movement on a regular basis		Demonstrate and incorporate a variety of skills necessary for participation in lifetime activities
Engage in proper warm-up and cool-down for specific physical activities	Demonstrate a variety of skills necessary for participation in lifetime activities		Engage in proper warm-up and cool-down for specific physical activities
	Engage in proper warm-up and cool-down for specific physical activities		

***Standard #4 Demonstrates responsible personal and social behavior in physical activity settings while respecting diversity among people.***

Student will:

Kindergarten	Grade 1	Grade 2
Engage in socially acceptable behavior, which includes treating others with respect, and taking responsibility for individual actions	Engage in socially acceptable behavior, which includes treating others with respect, and taking responsibility for individual actions	Engage in socially acceptable behavior, which includes treating others with respect, and taking responsibility for individual actions
Understand basic concepts of cooperation, teamwork, problem-solving , sharing, compromise, conflict resolution and safe practices	Understand basic concepts of cooperation, teamwork, problem-solving , sharing, compromise, conflict resolution and safe practices	Understand basic concepts of cooperation, teamwork, problem-solving , sharing, compromise, conflict resolution and safe practices
Understand appropriate participant behavior, sportsmanship, kindness, effort and empathy	Understand appropriate participant behavior, sportsmanship, kindness, effort and empathy	Understand appropriate participant behavior, sportsmanship, kindness, effort and empathy
Recognize the joy of playing for fun	Recognize the joy of playing for fun	Recognize the joy of playing for fun
Understand and demonstrate acceptance of individual differences	Understand and demonstrate acceptance of individual differences	Understand and demonstrate acceptance of individual differences
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

***Standard #4 Demonstrates responsible and personal and social behavior in physical activity settings while diversity among people***

*Student will:*

Grade 3	Grade 4	Grade 5
Engage in socially acceptable behavior which includes treating others with respect and taking responsibility for individual actions	Engage in socially acceptable behavior which includes treating others with respect and taking responsibility for individual actions	Engage in socially acceptable behavior which includes treating others with respect and taking responsibility for individual actions
Understand the basic concepts of cooperation, teamwork, problem solving, sharing, compromise, conflict resolution and safe practices	Understand the basic concepts of cooperation, teamwork, problem solving, sharing, compromise, conflict resolution and safe practices	Understand the basic concepts of cooperation, teamwork, problem solving, sharing, compromise, conflict resolution and safe practices
Understand proper attitudes toward appropriate participant behavior, sportsmanship, kindness and empathy	Understand proper attitudes toward appropriate participant behavior, sportsmanship, kindness and empathy	Understand proper attitudes toward appropriate participant behavior, sportsmanship, kindness and empathy
Recognize the joy of playing for fun	Recognize the joy of playing for fun	Recognize the joy of playing for fun
Understand and demonstrate acceptance of individual differences	Understand and demonstrate acceptance of individual differences	Understand and demonstrate acceptance of individual differences
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

***Standard 4: Demonstrate responsible personal and social behavior in physical activity settings while respecting diversity among people.***

Student will be able to:

Grade 6	Grade 7	Grade 8
Apply responsible decision-making and conflict resolution strategies in all physical activity settings	Analyze and discuss potential consequences when confronted with a behavioral choice	Evaluate and discuss consequences of a behavioral choice in a small and large group setting
<p>Explain the influence of peer pressure on behavior in physical activity settings</p> <p>Identify how emotions can impact activity levels and describe ways to overcome those barriers</p>	Participate cooperatively with a group to achieve group goals in a competitive as well as cooperative setting	Analyze and discuss the use of physical activity as a means for social interaction
Discuss appropriate and safe areas within the community to participate in physical activities	Identify and take precautions to avoid hazards associated with the physical activity including appropriate and safe use of equipment and appropriate dress for physical activity	Analyze and demonstrate cooperative learning with others in games, sports, and activities to achieve a common goal
Identify and take precautions to avoid hazards associated with the physical activity including appropriate and safe use of equipment and appropriate dress for physical activity	Demonstrate understanding and respect for differences among peers in physical activity settings and cooperatively with others	Identify and take precautions to avoid hazards associated with the physical activity including appropriate and safe use of equipment and appropriate dress for physical activity
Demonstrate understanding and respect for differences among peers in physical activity settings and cooperatively with others		Demonstrate understanding and respect for differences among peers in physical activity settings and cooperatively with others

***Standard #4: Demonstrate responsible personal and social behavior in a physical activity setting while respecting diversity among people.***

Student will be able to:

Grade 9	Grade 10	Grade 11	Grade 12
Apply socially acceptable behavior during physical activity	Demonstrate leadership qualities and supportive roles when accomplishing group goals	Demonstrate leadership qualities and supportive roles when accomplishing group goals	Demonstrate leadership qualities and supportive roles when accomplishing group goals
Display responsible personal behavior while participating in physical activity	Understand how participation in physical activity fosters awareness of diversity	Understand how participation in physical activity fosters awareness of diversity	Apply the principles of sportsmanship
Apply appropriate behavior either as a player or spectator	Apply the principles of sportsmanship	Apply the principles of sportsmanship	Apply personal strengths to create a positive climate for group activities
Demonstrate understanding and respect for differences among peers in physical activity settings	Understand the importance of responsible behavior while participating in physical activities	Understand the importance of responsible behavior while participating in physical activity	Understand the importance of responsible behavior while participating in physical activities
Understand the importance of responsible behaviors while participating in physical activities	Apply personal strengths to create a positive climate for group activities	Identify and take precautions to avoid hazards associated with the activity environment	Identify influential factors affecting views of physical activity such as cultural and social preferences
Apply personal strengths to create a positive climate for group activities	Identify and take precautions to avoid hazards associated with the activity environment	Apply personal strengths to create a positive climate for group activities by using leadership skills in captain and coach roles	
Identify and take precautions to avoid hazards associated with the activity environment			

***Standard #5 Utilizes physical activity for enjoyment, challenge, self-expression and social interaction.***

Student will:

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Actively engage in guided physical activity to enhance personal enjoyment	Actively engage in guided physical activity to enhance personal enjoyment	Actively engage in guided physical activity to enhance personal enjoyment
Recognize the individual feelings resulting from challenges, successes and failures in physical activities	Recognize the individual feelings resulting from challenges, successes and failures in physical activities	Recognize the individual feelings resulting from challenges, successes and failures in physical activities
Participate in activities involving cooperation and sharing	Participate in activities involving cooperation and sharing	Participate in activities involving cooperation and sharing
Display appropriate peer interaction while participating in group activities	Display appropriate peer interaction while participating in group activities	Display appropriate peer interaction while participating in group activities
Enjoy practicing activities to increase skill competence	Enjoy practicing activities to increase skill competence	Enjoy practicing activities to increase skill competence
Engage in activities that provide personal challenges	Engage in activities that provide personal challenges	Engage in activities that provide personal challenges
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

**Standard #5 Utilizes physical activity for enjoyment, challenge, self-expression and social interaction**

*Student will:*

Grade 3	Grade 4	Grade 5
Actively engages in guided physical activity to enhance personal enjoyment	Actively engages in guided physical activity to enhance personal enjoyment	Actively engages in guided physical activity to enhance personal enjoyment
Recognize the individual feeling resulting from challenges, success and failures in physical activities	Recognize the individual feeling resulting from challenges, success and failures in physical activities	Recognize the individual feeling resulting from challenges, success and failures in physical activities
Participate in activities involving cooperation and sharing	Participate in activities involving cooperation and sharing	Participate in activities involving cooperation and sharing
Display appropriate peer interaction while participating in group activities	Display appropriate peer interaction while participating in group activities	Display appropriate peer interaction while participating in group activities
Enjoy practicing activities to increase skill competence	Enjoy practicing activities to increase skill competence	Enjoy practicing activities to increase skill competence
Engage in activities that provide personal challenges	Engage in activities that provide personal challenges	Engage in activities that provide personal challenges
Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance	Apply teacher observation and feedback to improve performance

***Standard 5: Utilize physical activity for enjoyment, challenge, self-expression, and social interaction.***

Student will be able to:

Grade 6	Grade 7	Grade 8
Understand that physical activity serves as a potential medium for self-expression, social interaction, and enjoyment	Continue to develop physical activity as a potential medium for self-expression, social interaction, and enjoyment	Explore and engage in activities that provide personal challenge
Identify activities that provide personal challenge	Work cooperatively to achieve group goals in competitive and cooperative settings	Demonstrate the ability to work with a partner in all activities
Discuss appropriate and safe areas within the community to participate in physical activities	Recognize how media and technology can impact one's level and type of physical activity	Create movement patterns in a small group setting
Identify the factors that affect the choice of activity and level of involvement	Understand the importance of each individual's contribution to activity	Demonstrate the ability to cooperate in a large group
Demonstrate understanding of how emotions impact activity levels	Explain the importance of lifetime activities	Plan strategies with teammates or in group settings
Identify lifetime activities		

**Standard #5: Utilizes physical activity for enjoyment, challenge, self-expression, and social interaction.**

Student will be able to:

Grade 9	Grade 10	Grade 11	Grade 12
Explore and engage in activities that provide personal challenge	Demonstrate problem-solving and appropriate planning to enhance personal enjoyment	Understand how cooperation contributes to goal achievement	Work cooperatively to achieve group goals in competitive and cooperative settings
Continue to use physical activity as a potential medium for self-expression, social interaction and enjoyment	Engage in activities that provide personal challenge and increase self-confidence	Work cooperatively with others to reach a common goal	Recognize the positive feelings that result from individual and group participation in physical activity
Works cooperatively to achieve group goals in competitive and cooperative settings	Actively interact with peers and display enjoyment while participating in group activities	Use inclusive behavior in physical activity setting and demonstrate the ability to actively involve all group members in the activity	Implement physical activity as a potential medium for self-expression, social interaction and enjoyment
Understand that physical activities serve as a potential medium for self-expression, social interaction, and enjoyment	Understand that physical activities serve as a potential medium for self-expression, social interaction, and enjoyment	Show respect to all participants regardless of individual differences	Show respect to all participants regardless of individual differences
	Work cooperatively to achieve group goals in competitive and cooperative settings	Demonstrate proper etiquette in winning and losing	
		Implement physical activity as a potential medium for self-expression, social interaction and enjoyment	
		Work cooperatively to achieve group goals in competitive and cooperative settings	

## Glossary of Terms as they are used in Physical Education

### Health Related Components of PE

**Body Composition** the percentage of body fat relative to muscle, bone, and other body tissue

**Cardiovascular Endurance** the ability of the heart and lungs to supply oxygen through the blood to fuel muscles at a moderate intensity for an extended period of time

**Flexibility** the ability to move joints and muscles through their full range of motion

**Muscular Endurance** the ability to sustain muscle contraction over a period of time without undue fatigue

**Muscular Strength** the ability of the muscles to generate force in a short period of time

### Skill Related Components of PE

**Agility** the ability to change direction of movement quickly while staying in control of your body

**Balance** the ability to maintain body equilibrium in different movements

**Coordination** the ability to combine movements of various body parts at the same time

**Power** the ability to combine strength and speed

**Reaction Time** the time between recognizing a stimulus and your body moving in response

**Speed** the time it takes you to move a certain distance

### Concepts and Terms used in PE

**Aerobic Exercise** activity that involves or improves oxygen consumption by the body. It is performed at a moderate level of intensity for an extended period of time

**Anaerobic Exercise** activity that produces energy without oxygen. It is performed at a high level of intensity for a short amount of time

**Assessment** the process that enables teachers to evaluate a student's performance, knowledge, or achievement

**Athletics** structured participation in organized sports

**Basic Skills** skills that utilize either locomotor (e.g. walk, run, jump, skip, gallop) or manipulative (e.g. throw, catch, kick, strike) fundamental movements

**Body Fat** the percentage of your body mass that isn't composed of lean muscle, water, bones, or vital organs

**Circuit Training** a combination of aerobic exercise and resistance training stations to target fat loss, muscle building, and heart-lung fitness

**Cool Down** low intensity activity that allows the body to transition from an exercise state to a resting or near resting state by gradually reducing the heart rate

**Competence** sufficient ability to enjoy participation in an activity; the ability to perform and apply skills

**Complex Skills** skills that combine two or more locomotor and/or manipulative fundamental movements

**Cross Training** using different activities into a workout routine to avoid overuse injuries and boredom

**Developmentally Appropriate** those aspects of teaching and learning that changes with the age, experience and ability of the learner

**Directionality** an awareness of spaces outside the body involving knowledge of directions in relation to right and left, in and out, up and down

**Duration** amount of time spent participating in a physical activity session

**Dynamic Stretch** increasing speed of movement and reach involving moving parts of your body

**Exercise** activities that are planned and structured, and that maintains or improve one or more of the components of physical fitness, leisure time physical activity conducted with the intention of developing physical fitness.

**Fine Motor Coordination** movement involving limited movement of parts of the body in the performance of precise movements (e.g. writing, tying shoe laces)

**Force** the strength that moves the body; the amount of strength or tension necessary or advisable to execute a given movement

**Free Weights** weights that are not attached to a machine or driven by a cable

**Frequency** how often you exercise

**Fundamental Motor Skills** basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities; includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping, and galloping as well as manipulative skills such as throwing, passing, kicking, dribbling, and catching

**Gross-Motor Coordination** performing skills involving large muscle groups

**Intensity** the degree of difficulty of the exercise

**Interpersonal Communication Skills** verbal or non-verbal abilities that help to share feelings, thoughts, and information with another person in a positive manner

**Interpersonal Social Skills** skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance

**Interval Training** training that involves high intensity exercise alternated with periods of low intensity exercise

**Lead-up Games** games that utilize basic skills and strategies related to specific sport and activities

**Leisure Activity** physical activity undertaken during discretionary time

**Locomotor Skills** motor skills in which the feet move the body from one place to another

**Low Organized Games** activities that are easy to play, have few and simple rules, require little or no equipment and may be varied in many ways

**Manipulative Skills** skills developed when a person handles some kind of object including throwing, kicking, batting, catching, redirecting an object in flight or continuous control of an object such as a hoop

**Mature Form** the basic movement that can be performed with ease, is smooth, efficient, repetitive and can be performed without thinking out each step of the movement

**Motor Skills** non fitness abilities that improve with practice and relate to one's ability to perform specific sports and other motor tasks

**Non-Locomotor Skills** skills that are performed in place without appreciable special movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking

**Perceptual Motor Skills** movement involving the interrelationships between the perceptual or sensory processes and motor activity including balance and directionality

**Performance Indicator** the indices of quality that specify how competent a student must be to meet the standard

**Physical Activity** physical movement involving the large skeletal muscles; a wide variety of activities that promote health and well-being; bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure

**Physical Fitness** a set of physical attributes related to a person's ability to perform physical activity successfully, without undue strain and with a margin of safety

**Quality Physical Education Programs** those that are developmentally appropriate and provide a progressive systematic curriculum

**Recess** a time set aside for children to engage in free, usually unstructured play

**Resting Heart Rate** the number of time your heart beats per minute while at rest

**Rhythms** involves motion that possesses regularity and a predictable pattern often involving music

**Sequential** following one movement pattern to the next in an orderly pattern

**Space Awareness** perception of where the body moves including general and self-space, directions, pathways, levels, and extensions

**Sport** a general term for structured physical activities and athletics

**Standard** the agreed upon level of accomplishment; what all students must know and be able to do as a result of instruction

**Static Stretch** a stretch that goes to the point of tension and is held for several seconds without moving or bouncing

**Target Heart Rate** the rate you want your heart to beat while doing exercise

**Time** the duration of the exercise

**Team Sports** includes games, sports and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football, and soccer

**Warm Up** exercises performed at the beginning of a workout to prepare the muscles, heart rate, blood pressure, and body temperature for activity

## List of Resources

NASPE – National Association of Sport and Physical Education

AAPHERD – American Alliance for Health, Physical Education, Recreation and Dance

RIAPERD – Rhode Island Association of Health Physical Education and Dance

RIDE – Rhode Island Department of Education

RI Physical Education Framework

JOHPERD – Journal of Physical Education Recreation and Dance

AAPAR – American Association for Physical Activity and Recreation

American Heart Association

CDC – Center for Disease Control and Prevention

Shape America

PE Central

Teach PE

Spark PE