

# Rhode Island

## PHYSICAL EDUCATION STANDARDS



*Vision: As a result of daily, high-quality physical education instruction from K-12, all students will have the knowledge and skills to lead a physically active lifestyle.*

### Standard 1

*Students will demonstrate competency in many movement forms and proficiency in a few movement forms.*

**Intent of Standard:** This standard is what makes physical education unique. Physical education is truly the only subject that has as a focus a child's psychomotor development with the goal of developing lifetime physical activity habits.

### Standard 2

*Students will apply movement concepts and principles to the learning and development of motor skills.*

**Intent of Standard:** This standard complements Standard 1 by teaching students the concepts and principles of motor skills to develop competent and proficient movers in a variety of individual and group activities.

### Standard 3

*Students will understand the implications of and the benefits derived from involvement in physical activity.*

**Intent of Standard:** This standard focuses directly on the impact of physical activity on personal health and wellness. Students will be able to explain why physical activity is a necessary part of their daily lives. Current research about the impact of physical activity on health provides physical educators the rationale to support programs and policies to get people moving and active for life. Physical activity offers many healthful benefits, such as: decreasing the risk of cardiovascular disease, high blood pressure, obesity, diabetes and certain types of cancers; preserving / maintaining the ability to live independently and reduce the risk of falling in the elderly population; enhancing / elevating mood to improve mental health; improving bone health / density; and new evidence is supporting the positive relationship between activity and mental functioning.

## **Standard 4**

***Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.***

**Intent of standard:** This standard is the foundation for leading a physically active lifestyle. Being physically active requires more than just moving - it requires knowing the type, frequency, duration, and intensity of physical activity to achieve good health and physical fitness. This standard brings together the essential components of physical activity, fitness, and health, and provides the student with the knowledge and ability to engage in health-enhancing physical activity behaviors in and outside of school. Lifelong skills will include how to assess, achieve, and maintain a health-enhancing level of fitness by employing behavioral and cognitive strategies such as self-monitoring, goal-setting, and reevaluation.

## **Standard 5**

***Students will demonstrate responsible personal and social behavior in physical activity settings.***

**Intent of Standard:** This is a global outcome for education. Physical education and physical activity settings are ideal for helping students take responsibility for their actions. Students will learn and understand what it means to be responsible and be given multiple opportunities to take responsibility. Key concepts learned include respect, responsibility, caring, compassion, honesty, cooperation, fair play and perseverance.

## **Standard 6**

***Students will understand that internal and external environments influence physical activity.***

**Intent of Standard:** There are many internal and external barriers and promoters to being physically active, such as neighborhood, family lifestyle, self-esteem, peer influence, and technology. Students will understand and value the importance of lifetime physical activity and find ways to analyze and find solutions to constraints to leading an active lifestyle.

**Best practices include:**

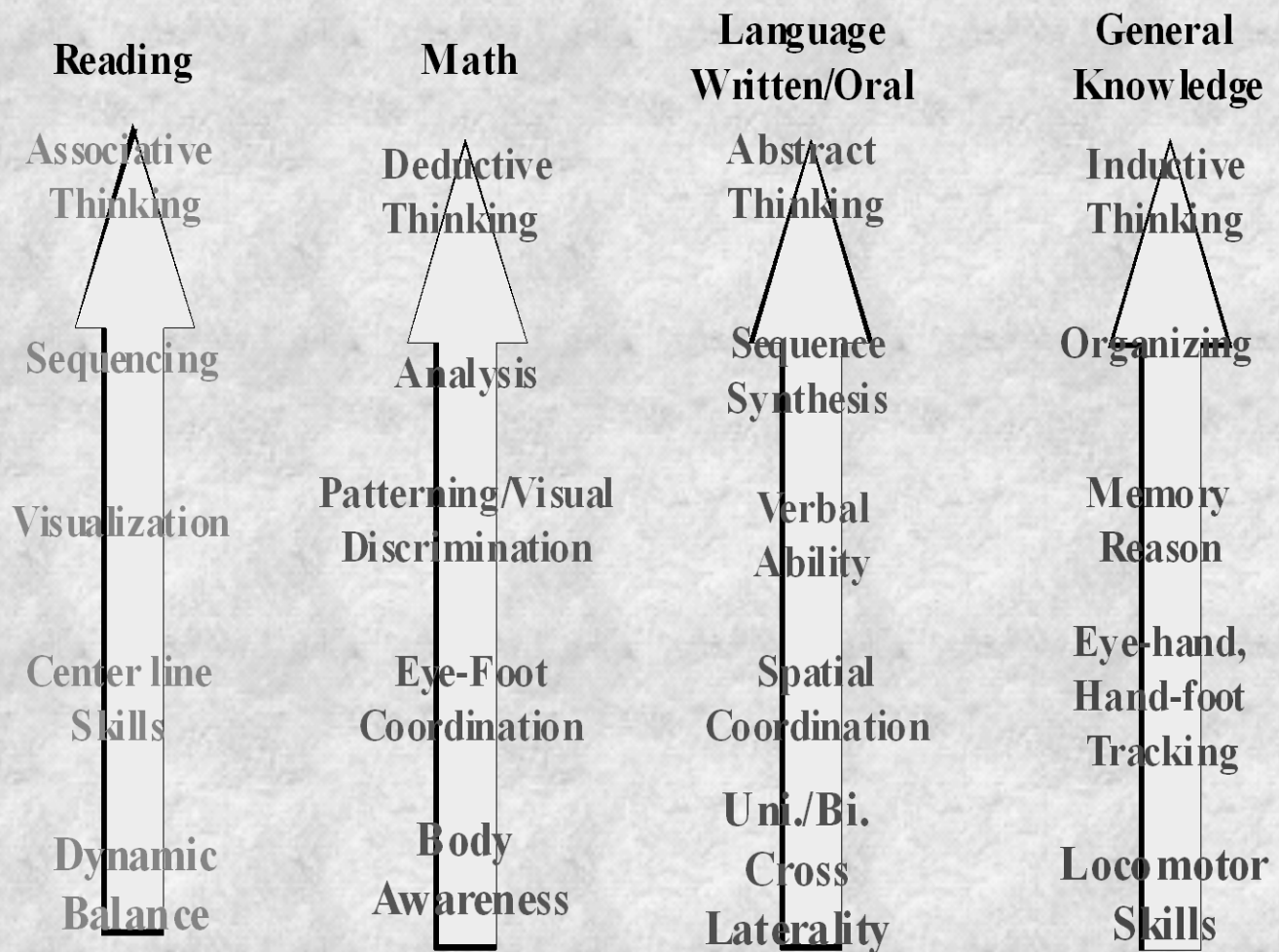
- Require daily physical education or adapted physical education for all students throughout the school year (150 minutes per week for elementary school students; 225 minutes per week for middle and high school students).
- Do not allow exemptions from required physical education for participation in other activities (e.g., interscholastic sports, band, chorus, other academic classes).
- Provide skills-focused instruction, as part of a comprehensive, sequential, culturally-appropriate K-12 physical education curriculum, that is aligned with Rhode Island standards and that includes all of the following:
  - Competence in motor skills and movement patterns;
  - Understanding of movement concepts, principles, strategies, and tactics;

- Regular participation in physical activity;
- Achievement and maintenance of a health-enhancing level of physical fitness;
- Responsible personal and social behavior that respects self and others;
- Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction;
- Promotion of student participation in community physical activity opportunities; and
- Requirement that students, grades 6-12, design and implement individualized physical activity plans.
- Provide physical educators with the following:
  - Goals, objectives, and expected outcomes for physical education;
  - A written physical education curriculum aligned to the *Rhode Island Physical Education Framework*;
  - A chart describing the annual scope and sequence of instruction for physical education;
  - Plans for how to assess students in physical education, including assessing all standards and objectives and the appropriate use of fitness tests.
- Require physical education to be taught only by physical education specialists, who are certified to teach physical education in Rhode Island.
- Require that physical education teachers participate in regular professional development and allocate funds and release time to support that.
- Employ instructional strategies to keep students active at least 50% of class time during physical education classes.
- Require a teacher/student ratio in physical education that is comparable to that of other classes.

[http://www.thriveri.org/documents/RI\\_PE\\_Framework.pdf](http://www.thriveri.org/documents/RI_PE_Framework.pdf)

# Academics and Motor Skills

## Academic Skills



## Motor Skills

Research shows that students are better able to learn when they are engaged in regular physical activity and receive adequate and proper nutrition.