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Excerpt from Syllabus for Physical Education in the Schools of Rhode Island A similar public policy was evidenced in the statute, enacted in 1917, that authorizes school committees to establish and maintain at public expense clinics for the remedying of dental defects and the treatment of the teeth of school children whose parents, after notice, neglect to take action. The law requiring physical education was requested in petitions addressed to the State Board of Education, which were signed by hundreds of persons professing an interest in the welfare of school children. There could be no serious question that a popular demand for physical education existed. The movement was promoted particularly by the Rhode Island Branch of the National Congress of Mothers and Parent Teacher Associations. A bill was prepared in the office of the Commissioner of Public Schools, and it was introduced in the General Assembly by the Honorable James M. Armstrong, Senator from East Providence and Chairman of the Committee on Education. The law requires that every child over eight years of age who is attending any school, or who is being educated privately, shall receive instruction and practice in physical training, under such regulations as the State Board of Education may prescribe or approve, during periods which shall average at least twenty minutes in each school day. To the teachers of the public and private schools of Rhode Island is entrusted the duty and responsibility of carrying this salutary legislation into effect - a duty and responsibility that should be met with the conscientious care and public spirit which characterize Rhode Island teachers. The essential and fundamental requirement of the law is twenty minutes of

instruction or directed exercise for every child during every school day. This requirement must be met in school and in school time. This Syllabus for Physical Education has been prepared for the purpose of guiding teachers in meeting the requirements of the new law, and it presents a course of instruction planned to cover the eight grades of elementary schools and the four years of high schools. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works. The very best of Project Adventure's 30 years of experience is captured in this book. The curriculum contains complete and sequenced K-12 lesson plans and is aligned with national and PE standards. Activities are designed to address such issues as developing leadership ability, enhancing problem-solving skills and learning to work as a member of a team. Assessment tools are also included. Abstract at end: 5 leaves. The Third Edition was created around the 2014 National Standards for Physical Education for K-12 education. Written by experts with a wealth of experience designing and implementing thematic curriculum, this innovative resource guides readers through the process of writing dynamic curriculum in physical education. The text begins by looking at the new national standards and then examines physical education from a conceptual standpoint. It goes on to examine the development of performance-based assessments designed to measure the extent of student learning and explores the various curricular models common to physical education. It delves into

sport education, adventure education, outdoor education, traditional/multi-activity, fitness, and movement education, describing each model and how it links with physical education standards. New and Key Features of the Third Edition: Includes a new Chapter 2, International Perspectives on the Implementation of Standards Includes a new Chapter 4, Building the Curriculum Includes a new Chapter 6, Creating Curricular Assessments Discusses the process of designing a standards-based curriculum by developing goals that are based on a sound philosophy Explores assessment and the importance of documenting students progress toward the standard Examines how teachers can provide students with opportunities to achieve their learning goals through challenging and motivating choices Theories of learning physical activity - Psychological factors in learning physical skills - Motion - Forces and torques - Physiological dimensions of physical activity - Sociocultural dimensions_____

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