

Physical Education – Sample Proficiency-Based Graduation Requirements and Performance Indicators

Vermont Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the Vermont State Board of Education
- Are designed to be used in conjunction with the Vermont Transferable Skill Graduation Proficiencies
- Include three sets of performance indicators differentiated by grade cluster – Elementary, Middle, and High School
- Serve as benchmarks of learning progression for elementary and middle school

This document is designed to:

- Assist Vermont Supervisory Union/School Districts (SU/SDs) and schools in developing learning expectations for their students
- Promote consistency across schools and SU/SDs for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and guide assessment development
- Support formative assessment practices, including the use of Performance Assessments
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

Spotlight on Equity: The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of Physical Education, as well as to recognize the historic exclusion and marginalization of groups and communities. The enumerated considerations are not a complete list, but rather a starting point from which educators can design historically and socially relevant learning opportunities in Physical Education; supplemental resources can be found on the [Physical Education webpage](#).

Contact Information:

If you have questions about this document or would like additional information please contact:

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GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS— ELEMENTARY SCHOOL	PERFORMANCE INDICATORS— MIDDLE SCHOOL	PERFORMANCE INDICATORS— HIGH SCHOOL
<p>1. KNOWLEDGE AND MOTOR SKILLS</p> <p>Demonstrate proficiency in a variety of motor skills and movement patterns.</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Perceptions of Skills and Ability • Disability • Social Emotional Competence • Family Influence • Cultural Influences 	<ul style="list-style-type: none"> a. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. b. Demonstrate mature patterns of manipulative skills, with and without an implement, in small-sided practice tasks/games environments. c. Combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. d. Demonstrate mature patterns of non-locomotor skills in dynamic small-sided practice tasks, game environments, gymnastics and dance. 	<ul style="list-style-type: none"> a. Demonstrate mature patterns in a variety of movement skills while changing locomotor patterns, with and without an implement, for both offensive and defensive purposes, and in a variety of physical activities. b. Demonstrate correct technique for basic skills in at least two self-selected outdoor physical activities and two self-selected individual performance activities. 	<ul style="list-style-type: none"> a. Refine activity-specific movement skills in one or more lifetime physical activities (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). b. Demonstrate competency in two or more specialized skills in health-related fitness activities.

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<p>2. KNOWLEDGE AND MOTOR SKILLS</p> <p>Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Perceptions of Skills and Ability • Disability • Social Emotional Competence • Family Influence • Cultural Influences 	<p>a. Combine locomotor skills in cultural and creative dances with correct rhythm and pattern.</p> <p>b. Combine spatial concepts with locomotor and non-locomotor movements and manipulative skills for small groups in gymnastics, dance and physical activities.</p> <p>c. Apply movement concepts and patterns to strategy in game situations.</p> <p>d. Apply basic offensive and defensive strategies/ tactics in invasion, and net/wall small-sided practice tasks.</p>	<p>a. Exhibit command of rhythm and timing by creating a movement sequence to music as an individual or in a small group.</p> <p>b. Create and reduces open space for offensive and defensive purposes in a variety of games and sports.</p> <p>c. Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.</p>	<p>a. Demonstrate competence in a form of dance by designing a dance or by giving a performance.</p> <p>b. Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in selected skills.</p>

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<p>3. PHYSICAL FITNESS</p> <p>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Environmental Barriers • Perspectives towards Physical Activity • Student Motivation • Inclusive Wellness • Anti-gay Attitudes • Peer Influence 	<ol style="list-style-type: none"> a. Differentiate between skill-related and health-related fitness. b. Analyze results of fitness assessment (pre- & post-), and compare results to standards for good health. c. Design a brief fitness plan, including warm-up and cool-down, to address ways to use physical activity to enhance fitness. d. Analyze the impact of food choices relative to physical activity, personal health and academic performance. 	<ol style="list-style-type: none"> a. Identify the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, body composition) and explain the connections between fitness, nutrition and overall physical and mental health. b. Use the overload principle (FITT formula) in preparing a personal program to improve levels of health-related fitness and nutrition. c. Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week. d. Demonstrate basic movements or techniques used in stress-reducing activities such as yoga or Tai Chi. 	<ol style="list-style-type: none"> a. Develop and maintain a wellness portfolio, including but not limited to: assessment scores, goals, timeline, nutrition plan, behavior-modification strategies for college or career setting, and log of activities. b. Investigate the relationships among physical activity, nutrition, body composition and academic performance. c. Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to maintain balance. d. Analyze and apply technology and social media as tools to support a healthy, active lifestyle while accounting for life choices, economics, motivation, and access to resources in college or career setting.

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<p>4. AFFECTIVE QUALITIES AND SOCIAL INTERACTION</p> <p>Exhibit responsible personal and social behavior that respects and promotes success of self and others.</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Social Justice • Personal and Social Responsibility • Social Emotional Competence • Positive Classroom Environment • Cultural Competence 	<ul style="list-style-type: none"> a. Chart and analyze physical activity outside physical education class for health and academic benefits. b. Engage in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). c. Accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects. d. Apply safety principles with age-appropriate physical activities. 	<ul style="list-style-type: none"> a. Use effective self-monitoring skills to engage in physical activity in and outside of school. b. Provide and receive encouragement and feedback to and from peers without prompting from the teacher. c. Respond appropriately and respectfully to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. 	<ul style="list-style-type: none"> a. Create a plan, train for and participate in a community-based physical activity event (e.g., 5K run, tournament, dance performance, cycling event). b. Use communication skills and personal management strategies that promote productive team/group dynamics. c. Support others' ideas, cultural and skill diversity by engaging in cooperative and collaborative movement projects. d. Solve problems and thinks critically in physical activity settings, both as an individual and in groups.