

The Vermont Framework for Proficiency: Health and Physical Education Literacy

Purpose Statement

The literacy statements listed below serve as a foundation in which to build Health and Physical Education Proficiency-Based Graduation Requirements, Critical Proficiencies, and Priority Performance Indicators. These literacy statements are based largely on SHAPE America definitions, including those included in most recent draft standards documents. The following statements, however, do differ slightly from SHAPE America definitions, as attention was given to having the ideas/goals in these statements connect to a Vermont Portrait of a Graduate.

Health Literacy

Health literacy is the capacity to “access, understand, appraise, apply, and advocate for health information, services, and supports” in order to maintain or improve one's own health. Health literate people continually obtain and apply new knowledge and skills to enhance both their own health and the health of others throughout their lifetime ([SHAPE America, Health Literacy](#)).

Physical Literacy

Physical literacy is the acquired knowledge, skills, and dispositions to “move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person” ([SHAPE America, Physical Literacy](#)). The physical literacy journey involves the ongoing acquisition and application of these competencies “for a lifetime of healthful and meaningful physical activity” ([SHAPE America, Draft Student Attributes and Standards](#)).

Contact Information:

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Health and Physical Literacy Portrait of a Graduate Connections



[A Vermont Portrait of a Graduate: Health and Physical Education](#)