### Physical Education

**Sample Graduation Proficiencies & Performance Indicators**

**VT Content Area Graduation Proficiencies & Performance Indicators:**

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the VT State Board of Education, under the VT Framework of Standards (CCSS, NGSS, and GES)
- Are designed to be used in conjunction with the VT Transferable Skills Graduation Proficiencies, which outline students’ desired skills and habits across content areas
- 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 Schools and Districts/SUs in developing learning requirements and expectations for their students
- Promote consistency across schools and Districts/SUs for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and steer assessment development
- Support formative assessment practices, including performance assessment
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

<table>
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<tr>
<th>Graduation Proficiencies</th>
<th>Performance Indicators—Elementary School</th>
<th>Performance Indicators—Middle School</th>
<th>Performance Indicators—High School</th>
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|                           | 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.  | 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.  | 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).  
<p>|                           |                                                                                                         | b. Demonstrate competency in two or more specialized skills in health-related fitness activities.  |</p>
<table>
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<tr>
<th>GRADUATION PROFICIENCIES</th>
<th>PERFORMANCE INDICATORS—ELEMENTARY SCHOOL</th>
<th>PERFORMANCE INDICATORS—MIDDLE SCHOOL</th>
<th>PERFORMANCE INDICATORS—HIGH SCHOOL</th>
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<tr>
<td>2. Knowledge &amp; Motor Skills</td>
<td>Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</td>
<td>a. Combine locomotor skills in cultural and creative dances with correct rhythm and pattern.</td>
<td>a. Demonstrate competence in a form of dance by designing a dance or by giving a performance.</td>
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<td>b. Combine spatial concepts with locomotor and non-locomotor movements and manipulative skills for small groups in gymnastics, dance and physical activities.</td>
<td>b. Create and reduces open space for offensive and defensive purposes in a variety of games and sports.</td>
<td>b. Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in selected skills.</td>
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<td>c. Apply movement concepts and patterns to strategy in game situations.</td>
<td>c. Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.</td>
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<td>d. Apply basic offensive and defensive strategies/ tactics in invasion, and net/wall small-sided practice tasks.</td>
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<td>3. Physical Fitness</td>
<td>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</td>
<td>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.</td>
<td>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.</td>
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<td>b. Analyze results of fitness assessment (pre- &amp; post-), and compare results to standards for good health.</td>
<td>b. Use the overload principle (FITT formula) in preparing a personal program to improve levels of health-related fitness and nutrition.</td>
<td>b. Investigate the relationships among physical activity, nutrition, body composition and academic performance.</td>
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<td>c. Design a brief fitness plan, including warm-up and cool-down, to address ways to use physical activity to enhance fitness.</td>
<td>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.</td>
<td>c. Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to maintain balance.</td>
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<td>d. Analyze the impact of food choices relative to physical activity, personal health and academic performance.</td>
<td>d. Demonstrate basic movements or techniques used in stress-reducing activities such as yoga or Tai Chi.</td>
<td>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.</td>
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4. Affective Qualities and Social Interaction
Exhibit responsible personal and social behavior that respects and promotes success of self and others.

- 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.

- 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.

- 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.