

# Grade Expectations for Vermont's Framework of Standards and Learning Opportunities

a

c.

3

Summer 2004

(Physical  
Education)

## Acknowledgments

---

### **Vermont State Board of Education**

Diane Mueller, Chair  
Chester

Lisa Cox, Vice Chair  
Brattleboro

Trevor Braun  
Elmore

Marissa Cormier  
Colchester

William Corrow  
Williamstown

Thomas James  
Essex Junction

Rick Manahan  
St. Albans Town

Deborah McDowell  
South Burlington

Chris Robbins  
Danville

Susan Schill  
Belvidere

### **Commissioner of Education**

Richard H. Cate

### **Deputy Commissioner of Education**

H. "Bud" Meyers, Ph.D.

### **Cover Graphic Design**

David Lustgarten

### **Nondiscrimination Statement**

The Vermont Department of Education does not discriminate on the basis of race, color, national origin, creed, marital status, sex, disability, age, or sexual orientation in its programs or activities.



**STATE OF VERMONT**  
**Vermont Department of Education**  
**120 State Street**  
**Montpelier, VT 05620-2501**

July 2004

Dear Vermont Educational Leader:

In the fall of 1996, the State Board of Education adopted *Vermont's Framework of Standards and Learning Opportunities*. Over the years thousands of Vermont teachers, parents and students have participated in group meetings and reviews aimed at improving the standards with the goal of making them more useful as guides to curriculum development. In 2000, the standards were formally revised and again adopted by the State Board.

Now, in the summer of 2004, another chapter in the standards, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*, has been written. Each of the existing standards for Physical Education has been carefully studied and applied to a process of development that has produced Grade Cluster Expectations (GCEs).

Like the Grade Level Expectations in Mathematics, Reading, and Writing, these GCEs are more specific statements of the Vermont standards in *Vermont's Framework*. Unlike the Grade Level Expectations (GLEs), which delineate specific grade levels, these Grade Expectations are organized by Grade Clusters (pre-K and K; 1 and 2; 3 and 4; 5 and 6; 7 and 8; and high school). The purpose of using grade clusters is to provide additional flexibility for alignment of local curriculum and local comprehensive assessment systems.

As in the development of the GLEs, the development and review of these Grade Expectations involved Department of Education and Vermont Institutes staff, teachers, administrators, content experts and professional associations. Nationally recognized standards, research and curriculum, standards from other states, and Vermont local curriculum were reviewed and considered as part of the development process.

I want to thank everyone who participated in this process.

Sincerely,

A handwritten signature in cursive script, appearing to read "Richard H. Cate".

Richard H. Cate  
Commissioner



As Vermont educators work toward meeting the challenges of the School Quality Standards in Act 68 (formerly Act 60), open communication is critical. The School Quality Standards state:

Vermont schools will have fully implemented a local comprehensive assessment system by which students are assessed in those *Framework* or comparable standards associated with the Fields of Knowledge and Vital Results and those standards associated with the arts, health and safety education, physical education, foreign languages and applied learning.

In response to this challenge, Grade Cluster Expectations (GCEs) have been developed. Assessment items are currently being developed for physical education. Grade Expectations (GEs), encompass both Grade Level Expectations in Reading, Writing and Math, and Grade Cluster Expectations. These GEs will serve multiple purposes in terms of teaching, student learning, and local assessment.

### **What are GEs?**

*Vermont's Framework of Standards and Learning Opportunities* provides the foundation for Local Comprehensive Assessment Systems. The creation of GEs will provide more explicit guidance. GEs will:

- provide a valuable resource for teachers and schools as they implement the Vermont Framework
- relate directly to the Vermont Standards and associated evidences
- differentiate performance on content knowledge or skills between adjacent grade clusters
- lead to focused, coherent and developmentally appropriate instruction without narrowing the curriculum

The purposes of the Vermont Framework will not change with the development of GEs.

### **Why two-grade clusters?**

The GCEs specify two-grade cluster skills and content (PreK-K, 1-2, 3-4, 5-6, 7-8, and proficient at high school, and advanced at high school). Two-grade clusters will:

- provide more flexibility in creating local curriculum
- allow for a broader time span in which developmental changes can be addressed
- take into account local opportunities to learn

### **How were the GEs developed?**

Grade Expectation development in Vermont involved many educators in order to get the best thinking for this important effort. This required work of teachers, content experts, curriculum coordinators, and administrators. Using background research in national, state, and local documents, committees of teachers came together to discuss and debate what was essential for Vermont's students to know and be able to do. These essential skills and concepts became the GEs, which were then reviewed by hundreds of teachers around the state during the field review process.

## What are assessment items?

An assessment item could include performance, a product, a response to a prompt, a reflection, or a portfolio of work over time – a way of documenting what a student knows and is able to do.

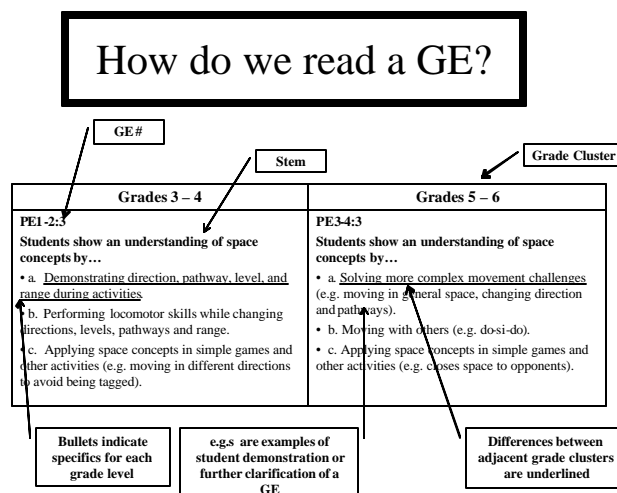
Ideally, taken as a group, assessment items should:

- focus on depth of understanding by identifying key knowledge and skills that progress developmentally
- provide clear guidance to classroom teachers on content and skills that can be adequately assessed
- assess what is essential for our learners right now and what will be essential for our students 5, 10, or 20 years from now
- be designed to help the learner revise his or her performance independently
- Assessments will be available at: <http://www.vermontinstitutes.org/assessment/index.htm>

## How do you read the GEs?

As you read the GEs, remember that each has four parts:

- A bolded statement called the “stem” is at the beginning of each GCE. Each “stem” remains the same across the grades, and is meant to communicate the focus of the GCE across the grades.
- Bullets in a GCE indicate how the GCE is specified at that grade cluster.
- Differences between adjacent grades are underlined.
- “E.g.s” are **examples** (not requirements or limited sets) of student demonstration or further clarification of a GCE.



## How do GEs fit into

## the curriculum?

The GEs are designed to work in conjunction with local decisions to help develop assessments and curricula, as represented by the following formula:

$$\text{Content} + \text{Assessment (GEs)} + \text{Learning Opportunity} + \text{Teaching Opportunity} = \text{Curriculum}$$

## Vermont Physical Education Grade Cluster Expectations Overview

Educators from around the state, with the help of The Vermont Institutes, developed Vermont Physical Education Grade Cluster Expectations as a means to identify the physical education content knowledge and skills expected of all students for local assessment required under Act 68. This work was accomplished using the *Vermont's Framework of Standards and Learning Opportunities*, Vermont curricula, national standard documents, National Association of Sports and Physical Education Standards, state standard documents, and current research as resources. In November, 2003, the GEs were reviewed by over 200 physical education educators from around the state. The data from field review was collected, reviewed, and used to revise the GEs. They were then sent out for Expert Review and revised one final time.

Physical Education GEs are not intended to represent the full Physical Education curriculum for instruction at each grade cluster. GEs are meant to capture the essential learning elements that can be assessed locally. In other words, the GEs are a guide to assessment and should not “narrow” the curriculum for instructional purposes.

(Continued on next page)

The twelve Physical Education GCEs are written to address four areas of learning:

- Knowledge/Motor Skills
- Physical Fitness
- Affective Qualities
- Social Interaction

GE Number(s)	Component	Grouped with Vermont Standards	NASPE Standard	Stem
PE1, PE2, PE3, PE4, PE5, PE6, PE7	<b>Knowledge/Motor Skills</b>	2.2, 2.3, 3.1, 3.6 (Evidence Cluster a, aa, aaa, b, bb, bbb), 3.10, 5.36, 5.28, 5.37, 7.14 (Evidence Cluster b)	1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	PE1 Students will apply problem-solving skills in movement-related activities by...  PE2 Students will show an understanding of body awareness concepts by...  PE3 Students show an understanding of space concepts by...  PE4 show an understanding of quality movement concepts and apply them to psycho-motor skills by.... ( This GCE is divided into: Balance – Force/Energy – Time – Flow )  PE5 Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...  PE6 Students demonstrate proficiency by...  PE7 Students show competency in aquatic activities and survival skills by...
PE8, PE9	<b>Physical Fitness</b>	1.17, 1.18, 1.20, 2.3 (Evidence Cluster a, aa, aaa, b, c), 3.1, 3.5 (Evidence Cluster aa, aaa, b, bb, bbb, d, dd, ddd, hhh, ), 3.6 (Evidence Cluster cc, ccc)	4: Achieves and maintains a health-enhancing level of physical fitness.	PE8 Students show knowledge of four health related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identify a variety of activities to develop each component by...  PE9 Students show awareness of personal responsibility for individual wellness by...
PE10, PE11	<b>Affective Qualities</b>	1.7, 2.8, 2.9, 3.1, 3.4, 3.5 (Evidence Cluster b, bb, bbb), 3.11	3: Describe relationships between personal health behavior, alcohol, tobacco, and other drug use, and individual well-being; set a personal health goal, and track progress towards its improvement.  6: Values physical activity for health , enjoyment, challenge, self-expression, and/or social interaction.	PE10 Students promote individual success and self-confidence by...  Students show safe behavior for self and others by...
PE12	<b>Social Interaction</b>	1.13 (Evidence Cluster a, b, c), 1.15 (Evidence Cluster a, c, f), 2.2 (Evidence Cluster a, b, e, f), 3.1, 3.3, 3.4, 3.10, 3.11, 3.12, 3.14, 4.2 (Evidence Cluster a)	5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings.	PE12 Students show appropriate social interactions by...





Grades PreK-K

Knowledge/Motor Skills

PEPK-K:1

Students will apply problem-solving skills in movement-related activities by ...

- a. Solving simple movement challenges individually. (Show me how many ways you can move in general space.)
- b. Solving simple movement challenges involving body parts or self and general space. (Show me how to travel on two body parts without using two feet).

PEPK-K:2

Students will show an understanding of body awareness concepts by...

- a. Identifying large and small body parts (e.g., arm, leg, wrist, elbow, ankle, etc.).
- f. Demonstrating progress toward the mature form of selected locomotor skills (walking, running, skipping, hopping, galloping, jumping and sliding) by **performing two critical elements of each skill**.
- g. Demonstrating the ability to stop and start on a signal.
- i. Demonstrating progress toward the mature form of selected manipulative skills (throwing, catching, bouncing, striking, kicking, rolling an object) by **performing two critical elements of each skill**.

Grades 1-2

Knowledge/Motor Skills

PE1-2:1

Students will apply problem-solving skills in movement-related activities by ...

- a. Solving simple movement challenges with a partner.
- b. Solving movement challenges involving one or more movement concepts alone or with a partner.
- c. Selecting a developmentally appropriate level of challenge, and performing successfully.

PE1-2:2

Students will show an understanding of body awareness concepts by...

- a. Demonstrating body movements (e.g., flex, extend, and rotate).
- d. Demonstrating body shapes (e.g., round, straight, pike, tuck, straddle).
- f. Demonstrating competency in the mature form of the following locomotor skills: walking, running, skipping, hopping, galloping, jumping and sliding.
- g. Demonstrating the ability to stop with control at a boundary.
- h. Demonstrating the ability to change direction, quickly and safely, without falling.
- i. Demonstrating competency in the mature form of the following manipulative skills: underhand throwing, rolling an object, and dribbling in self-space.
- j. Identifying the locomotor movements: walk, run, hop, skip, jump, gallop, leap, slide.

Grades 3-4

**Knowledge/Motor Skills**

**PE3-4:1**

Students will apply problem-solving skills in movement-related activities by ...

- a. Solving simple movement challenges in a group (3 – 4 people).
- b. Solving increasingly complex challenges involving several movement concepts.
- c. Selecting an appropriate piece of equipment to be challenged yet successful at a task.
- d. Adjusting movement to work successfully with a partner.

**PE3-4:2**

Students will show an understanding of body awareness concepts by...

- a. Identifying body parts and their actions when describing a movement (e.g., When I land from a jump I need to flex my knees).
- b. Identifying basic muscle groups, and their movements (e.g., biceps, triceps).
- e. Demonstrating an awareness of the relationship of body parts (e.g., unison, opposition, in sequence).
- f. Demonstrating competency in the mature form of a leap, alternating the leading foot.

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:1**

Students will apply problem-solving skills in movement-related activities by ...

- a. Solving simple movement challenges that involve an increased group size.
- d. Giving positive feedback to a partner in order to achieve success.

**PE5-6:2**

Students will show an understanding of body awareness concepts by...

- b. Identifying more specific muscle groups and demonstrating how they relate to body movements during the performance of skills (e.g., biceps to modified pull ups, quadriceps to kicking).
- d. Combining various body shapes and movements (e.g., tuck and jump).
- j. Identifying the major skill components of beginning sports, gymnastics, and dances skills.
- k. Recognizing the similarities between like skills in different activities (e.g., tinkling and Chinese jump rope).

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:1**

Students will apply problem-solving skills in movement-related activities by ...

- a. Solving simple movement challenges that involve an increased group size.
- d. Giving positive feedback to a partner in order to achieve success.

**PE5-6:2**

Students will show an understanding of body awareness concepts by...

- b. Identifying more specific muscle groups and demonstrating how they relate to body movements during the performance of skills (e.g., biceps to modified pull ups, quadriceps to kicking).
- d. Combining various body shapes and movements (e.g., tuck and jump).
- j. Identifying the major skill components of beginning sports, gymnastics, and dances skills.
- k. Recognizing the similarities between like skills in different activities (e.g., tinikling and Chinese jump rope).

Grades 7-8

**Knowledge/Motor Skills**

**PE7-8:1**

Students will apply problem-solving skills in movement-related activities by ...

- a. Solving movement challenges that involve more complex problems and/or increased group size.
- d. Giving constructive feedback to a partner/group in order to achieve success.
- e. Recognizing and developing strategies to accommodate personal strengths and weakness.

**PE7-8:2**

Students will show an understanding of body awareness concepts by...

- c. Using more advanced terminology to describe body movements.
- e. Demonstrating an understanding of the relationship of body parts in the performance of more complex skills.
- j. Identifying the major skill components of more complex sports, gymnastics, , dance, and/or other related activities.
- k. Recognizing the similarities between like skills in different activities (e.g., catching in softball/baseball and catching in lacrosse).

Grades 9-12

**Knowledge/Motor Skills**

**PE9-12:1**

**Students will apply problem-solving skills in movement-related activities by ...**

- a. Solving movement challenges that involve more complex problems and/or increased group size.
- d. Giving specific and critical feedback to a partner/group in order to develop more efficient skills.
- e. Recognizing and developing strategies to accommodate personal strengths and weakness.

**PE9-12:2**

**Students will show an understanding of body awareness concepts by...**

- c. Using more advanced terminology to describe body movements.
- e. Demonstrating an understanding of the relationship of body parts in the performance of more complex skills.
- j. Identifying the major skill components of more complex sports, gymnastics, dance, and/or other related activities.
- k. Recognizing the similarities between like skills in different activities (e.g. badminton smash and the volleyball spike).

Competency is defined as using basic skills with correct technique and selecting and/or modifying basic skills to meet environmental demands, cues, and/or physical limitations at a recreational level.

Proficiency is defined as using basic and higher level skills, adjusting timing, balance, force, flow, and control: selecting and modifying skills to meet environmental demands, physical limitations, and/or cues; and effectively executing advanced skills with correct technique.

Grades PreK-K

**Knowledge/Motor Skills**

**PEPK-K:3**

Students show an understanding of space concepts by...

- a. Identifying and demonstrating personal and general space.

Grades 1-2

**Knowledge/Motor Skills**

**PE1-2:3**

Students show an understanding of space concepts by...

- a. Demonstrating direction, pathway, level, and range during activities.
- b. Performing locomotor skills while changing directions, levels, pathways, and range.
- c. Applying space concepts in simple games and other activities (e.g., moving in different directions to avoid being tagged).

Grades 3-4

**Knowledge/Motor Skills**

**PE3-4:3**

Students show an understanding of space concepts by...

- a. Solving more complex movement challenges (e.g., moving in general space changing direction and pathways).
- b. Moving with others (e.g., do-si-do).
- c. Applying space concepts in simple games and other activities (e.g., closes space to opponents).

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:3**

Students show an understanding of space concepts by...

- c. Applying space concepts appropriately in a variety of activities (e.g., staying between the opponent and the goal).
- d. Recognizing the similarities in the use of space in different activities (e.g., shielding in basketball and soccer).

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:3**

Students show an understanding of space concepts by...

- c. Applying space concepts appropriately in a variety of activities (e.g., staying between the opponent and the goal).
- d. Recognizing the similarities in the use of space in different activities (e.g., shielding in basketball and soccer).

Grades 7-8

**Knowledge/Motor Skills**

**PE7-8:3**

Students show an understanding of space concepts by...

- c. Applying space concepts appropriately in a variety of activities (e.g., drawing an opponent with you).
- d. Recognizing the similarities in the use of space in more advanced activities (e.g., tactics, dance, and gymnastics).



Grades 9-12

**Knowledge/Motor Skills**

**PE9-12:3**

**Students show an understanding of space concepts by...**

- c. Applying space concepts appropriately in a variety of activities (e.g., in development of tactics – set plays; floor patterns in dance or gymnastics).
- d. Recognizing the similarities in the use of space in more advanced activities (e.g., tactics, dance, and gymnastics).

Competency is defined as using basic skills with correct technique and selecting and/or modifying basic skills to meet environmental demands, cues, and/or physical limitations at a recreational level.

Proficiency is defined as using basic and higher level skills, adjusting timing, balance, force, flow, and control: selecting and modifying skills to meet environmental demands, physical limitations, and/or cues; and effectively executing advanced skills with correct technique.

Grades PreK-K

**Knowledge/Motor Skills**

**PEPK-K:4**

**BALANCE**

**Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...**

- a. Demonstrating momentary stillness in a variety of balance activities.

**FORCE / ENERGY**

**No PreK-K:4 at this level**

**TIME**

**No PreK-K:4 at this level**

**FLOW**

**No PreK-K:4 at this level**

Grades 1-2

**Knowledge/Motor Skills**

**PE1-2:4**

**BALANCE**

**Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...**

- a. Moving alone or with equipment (e.g., starting and stopping without falling down).
- b. Demonstrating an understanding of balancing skills (e.g., bends knees to lower the center of gravity).

**FORCE / ENERGY**

**Students show an understanding of movement concepts and apply them to psycho-motor skills by...**

- a. Demonstrating an understanding of the variations in force (e.g., hard and soft, relaxed and tense).
- b. Controlling force of personal movement in general space (e.g., tagging).
- c. Controlling force of personal movement and while moving objects (e.g., repeatedly striking balloons).

**TIME**

**Students show an understanding of movement concepts, and apply them to psycho-motor skills by...**

- a. Demonstrating contrast between fast and slow movement.
- b. Performing a simple rhythmic movement (e.g., locomotor movement in time to an independent or imposed beat).
- c. Following simple rhythmic movements led by the teacher.

**FLOW**

**Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...**

- a. Combining two fundamental skills (e.g., bounce and catch, jump and turn).
- b. Demonstrating smooth transitions between movements, (e.g., dance)

Grades 3-4

**Knowledge/Motor Skills**

**PE3-4:4**

**BALANCE**

Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...

- a. Balancing with control on a variety of pieces of equipment (e.g., large apparatus, skates, stilts).
- b. Demonstrating an understanding of static and dynamic balance.

**FORCE / ENERGY**

Students show an understanding of movement concepts and apply them to psycho-motor skills by...

- a. Demonstrating an understanding of how the body creates and absorbs force.
- b. Selecting an appropriate force for the task (e.g., passing).
- c. Controlling force of personal movement and while moving objects (e.g., dribbling while moving).

**TIME**

Students show an understanding of movement concepts, and apply them to psycho-motor skills by...

- a. Demonstrating contrast between fast, medium, and slow movement.
- b. Incorporating a variety of equipment with rhythmic movements and patterns (e.g., balls, ribbons, sticks, parachute).
- c. Developing a movement sequence that incorporates a change in tempo.

**FLOW**

Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...

- a. Combining up to three movements with or without equipment (e.g., a repeating rope jump routine).
- b. Demonstrating smooth transitions between sequential motor skills (e.g., smoothly running into a jump).
- c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., a gymnastics routine).

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:4**

**BALANCE**

Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...

- a. Performing a movement sequence (e.g., on a balance beam).
- b. Demonstrating an understanding of the effects of body changes on performance.

**FORCE / ENERGY**

Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...

- a. Demonstrating an understanding of movement principles relating to creating and absorbing force.
- b. Adjusting force to project objects at an appropriate level for the task (e.g., volleying over nets of varying heights).
- c. Adjusting force when using a variety of equipment (e.g., balls of different size and weight, and paddles of different length).

**TIME**

Students show an understanding of movement concepts, and apply them to psycho-motor skills by...

- a. Demonstrating an understanding of how body movements are adjusted for increases or decreases in speed for self or imposed rhythm and/or task (e.g., changing the size of steps as speed changes).
- b. Combining movements and movement concepts (e.g., moving to the beat, and changing direction or pathway on the musical phrasing, with and without equipment).
- c. Developing a movement sequence that incorporates a change in tempo while moving to the beat (e.g., changing speed of movement as the accompaniment increases or decreases in tempo).

**FLOW**

Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...

- a. Combining a series of motor skills and movement concepts: speed, force, levels, directions, pathways (e.g., running and dribbling while changing speed and pathway).
- b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport (e.g., smooth transition from dribbling to shooting).
- c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., passing to a moving target).

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:4**

**BALANCE**

Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...

- a. Performing a movement sequence (e.g., on a balance beam).
- b. Demonstrating an understanding of the effects of body changes on performance.

**FORCE / ENERGY**

Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...

- a. Demonstrating an understanding of movement principles relating to creating and absorbing force.
- b. Adjusting force to project objects at an appropriate level for the task (e.g., volleying over nets of varying heights).
- c. Adjusting force when using a variety of equipment (e.g., balls of different size and weight, and paddles of different length).

**TIME**

Students show an understanding of movement concepts, and apply them to psycho-motor skills by...

- a. Demonstrating an understanding of how body movements are adjusted for increases or decreases in speed for self or imposed rhythm and/or task (e.g., changing the size of steps as speed changes).
- b. Combining movements and movement concepts (e.g., moving to the beat, and changing direction or pathway on the musical phrasing, with and without equipment).
- c. Developing a movement sequence that incorporates a change in tempo while moving to the beat (e.g., changing speed of movement as the accompaniment increases or decreases in tempo).

**FLOW**

Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...

- a. Combining a series of motor skills and movement concepts: speed, force, levels, directions, pathways (e.g., running and dribbling while changing speed and pathway).
- b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport (e.g., smooth transition from dribbling to shooting).
- c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., passing to a moving target).

Grades 7-8

**Knowledge/Motor Skills**

**GCE# 4 PE**

**BALANCE**

Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...

- a. Performing a more complex movement sequence (e.g., low and/or high rope elements).

**FORCE / ENERGY**

Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...

Refer to PE7-8:5

**TIME**

Students show an understanding of movement concepts, and apply them to psycho-motor skills by...

- b. Using dance steps and patterns while keeping time to the music when performing a variety of dance styles (e.g., world, line, social, jazz).
- c. Adjusting movements to stay on beat while moving with a partner or group.

**FLOW**

Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...

- a. Combining a more complex series of motor skills and movement concepts: speed, force, levels, directions, pathways (e.g., a variety of partner moves in a dance routine).
- b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport in more complex situations (e.g., dribbling against a defender).

Grades 9-12

**Knowledge/Motor Skills**

**GCE# 4 PE**

**BALANCE**

**Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...**

- a. Applying balancing skills with various equipment and in a variety of activities (e.g., spiking in volleyball, skiing, TaeBo, yoga).

**FORCE / ENERGY**

**Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...**

**Refer to PE9-12:5**

**TIME**

**Students show an understanding of movement concepts, and apply them to psycho-motor skills by...**

**Refer to PE9-12:5**

**FLOW**

**Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...**

**Refer to PE9-12:5**

Competency is defined as using basic skills with correct technique and selecting and/or modifying basic skills to meet environmental demands, cues, and/or physical limitations at a recreational level.

Proficiency is defined as using basic and higher level skills, adjusting timing, balance, force, flow, and control: selecting and modifying skills to meet environmental demands, physical limitations, and/or cues; and effectively executing advanced skills with correct technique.

Grades PreK-K

**Knowledge/Motor Skills**

**No PEPK-K:5 at this level**

**No PEPK-K:6 at this level**

**PEPK-K:7**

**Students will show competency in aquatic activities and water survival skills when facilities allow by...**

- a. Performing elementary aquatic skills that align with Level I of the American Red Cross Swimming Standards.
- b. Performing good attitudes and safe practices around the water.

Grades 1-2

**Knowledge/Motor Skills**

**PE1-2:5**

**Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...**

- a. Demonstrating progress toward mature form by performing two critical elements of an isolated skill.

**No PE1-2:6 at this level.**

**PE1-2:7**

**Students will show competency in aquatic activities and water survival skills when facilities allow by...**

- a. Demonstrating the Level II Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating how to float without support and to recover to a vertical position.

Grades 3-4

**Knowledge/Motor Skills**

**PE3-4:5**

Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...

- a. Demonstrating progress toward mature form by performing two critical elements of basic skills used in leadups and other activities.

No PE3-4:6 at this level.

**PE3-4:7**

Students will show competency in aquatic activities and water survival skills when facilities allow by...

- a. Demonstrating the Level III Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating a coordinated front and back crawl.
- c. Demonstrating the fundamentals of the elementary backstroke, treading water, and safe diving from the side of the pool in deep water.

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:5**

Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...

- a. Demonstrating progress toward mature form by performing a majority of the critical elements of basic skills used in leadups and other activities.
- b. Adjusting skills for changing activity conditions (e.g., adjusting force to pass to varying distances).

No PE5-6:6 at this level.

**PE5-6:7**

Students will show competency in aquatic activities and water survival skills when facilities allow by...

- a. Demonstrating the Level IV Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating increased endurance by swimming familiar strokes for greater distances.

Grades 5-6

**Knowledge/Motor Skills**

**PE5-6:5**

**Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by ...**

- a. Demonstrating progress toward mature form by performing a majority of the critical elements of basic skills used in leadups and other activities.
- b. Adjusting skills for changing activity conditions (e.g., adjusting force to pass to varying distances).

**No PE5-6:6 at this level**

**PE5-6:7**

**Students will show competency in aquatic activities and water survival skills when facilities allow by...**

- a. Demonstrating the Level IV Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating increased endurance by swimming familiar strokes for greater distances.

Grades 7-8

**Knowledge/Motor Skills**

**PE7-8:5**

**Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by ...**

- a. Demonstrating mature form in a variety of basic skills (teacher and/or student selected).
- b. Adjusting skills in more complex situations (e.g., hitting to various parts of the tennis court according to where the opponent is placed).
- c. Participating in leisure/lifetime sport and dance activities in and outside of school.

**No PE7-8:6 at this level**

**PE7-8:7**

**Students will show competency in aquatic activities and water survival skills when facilities allow by...**

- a. Demonstrating the Level V Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating the elementary strokes to the butterfly, open turns, and the feet-first surface dive.



Grades 9-12

**Knowledge/Motor Skills**

**PE9-12:5**

**Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by ...**

- a/b. Selecting and performing appropriate skills at a competent level in three new types of physical activities, or activities in which competency has not previously been demonstrated. There should be no more than two from any of the following categories:
  - target sport;
  - team sport (territorial);
  - run scoring games;
  - net and wall sports;
  - rhythmic activities;
  - outdoor recreational/adventure activity.
- c. Participating regularly in physical activities that contribute to the attainment and maintenance of personal activity goals.

**PE9-12:6**

**Students will demonstrate proficiency by ...**

- a. Selecting, performing and applying skills and knowledge appropriately at a proficient level\*\* in two different types of physical activities from any of the following categories:
  - target sport;
  - team sport (territorial);
  - run scoring games;
  - net and wall sports;
  - rhythmic activities;
  - outdoor recreational/adventure activity.

**PE9-12:7**

**Students will show competency in aquatic activities and water survival skills when facilities allow by...**

- a. Demonstrating the Level VI Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating increased endurance in all strokes.

Competency is defined as using basic skills with correct technique and selecting and/or modifying basic skills to meet environmental demands, cues, and/or physical limitations at a recreational level.

Proficiency is defined as using basic and higher level skills, adjusting timing, balance, force, flow, and control: selecting and modifying skills to meet environmental demands, physical limitations, and/or cues; and effectively executing advanced skills with correct technique.

Grades PreK-K

**Physical Fitness**

No PEPK-K:8 at this level

No PEPK-K:9 at this level

Grades 1-2

**Physical Fitness**

**PE1-2:8**

**Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by...**

- a. Defining in their own words the four health-related fitness components (e.g., “I can run a long time without getting out of breath.”).
- b. Beginning to identify some physiological signs of exercise (e.g., increased heart rate and faster breathing).

**PE1-2:9**

**Students show awareness of personal responsibility for individual wellness by....**

- a. Identifying an activity and a benefit associated with each of the four health-related fitness components.

Grades 3-4

**Physical Fitness**

**PE3-4:8**

Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by...

- a. Defining, applying and assessing, the four health-related fitness components (e.g., introduction of Fitnessgram or other national accredited fitness testing).
- b. Identifying additional physiological effects of the different levels of exercise (e.g., increased perspiration and body temperature).

**PE3-4:9**

Students show awareness of personal responsibility for individual wellness by....

- a. Identifying a wider range of activities and benefits associated with the four health-related fitness components.

Grades 5-6

**Physical Fitness**

**PE5-6:8**

Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by...

- a. Beginning to develop a personal fitness plan based on data from a fitness assessment.
- b. Monitoring their heart rate by taking their pulse after exercise.

**PE5-6:9**

Students show awareness of personal responsibility for individual wellness by....

- a. Beginning to set goals that demonstrate an understanding of the link between exercise, nutrition and fitness and select the appropriate activities to meet these goals.
- b. Demonstrating physical activity as an important component of personal wellness, by developing skills in order to participate in lead-up activities for leisure and lifetime sports and dance.

Grades 5-6

**Physical Fitness**

**PE5-6:8**

Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by...

- a. Beginning to develop a personal fitness plan based on data from a fitness assessment.
- b. Monitoring their heart rate by taking their pulse after exercise.

**PE5-6:9**

Students show awareness of personal responsibility for individual wellness by....

- a. Beginning to set goals that demonstrate an understanding of the link between exercise, nutrition and fitness and select the appropriate activities to meet these goals.
- b. Demonstrating physical activity as an important component of personal wellness, by developing skills in order to participate in lead-up activities for leisure and lifetime sports and dance.

Grades 7-8

**Physical Fitness**

**PE7-8:8**

Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by...

- a. Assessing personal performance based on a nationally recognized fitness assessment.
- b. Monitoring their heart rate, breathing rate, perceived exertion, and recovery rate during and following physical activity.
- c. Understanding and applying basic principles of training to improving physical fitness (FITT - frequency, intensity, time, and type).

**PE7-8:9**

Students show awareness of personal responsibility for individual wellness by....

- a. Identifying and applying the knowledge acquired to link nutrition, exercises, and fitness, choose activities to improve and maintain fitness goals.
- b. Demonstrating that physical activity is an important component of personal wellness by participating in leisure/lifetime sport or dance activities in and outside of school.

Grades 9-12

**Physical Fitness**

**PE9-12:8**

**Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by...**

- a. Assessing, refining and maintaining a comprehensive personal fitness plan based on personal performance on a nationally recognized fitness assessment.
- b/c. Applying knowledge of physiological effects and adjusting their physical activity to achieve the physiological response.

**PE9-12:9**

**Students show awareness of personal responsibility for individual wellness by....**

- a. Understanding ways in which personal characteristics, performance, styles and activity preferences will change over the life span, and apply this knowledge to ever changing fitness plans.
- b. Participating regularly in physical activities that contribute to the attainment of and maintenance of personal physical activity goals.

Competency is defined as using basic skills with correct technique and selecting and/or modifying basic skills to meet environmental demands, cues, and/or physical limitations at a recreational level.

Proficiency is defined as using basic and higher level skills, adjusting timing, balance, force, flow, and control: selecting and modifying skills to meet environmental demands, physical limitations, and/or cues; and effectively executing advanced skills with correct technique.

Grades PreK-K

**Affective Qualities**

**PEPK-K:10**

**Students promote individual success and self-confidence by...**

- a. Identifying several activities that are personally enjoyable.
- b. Attempting movement, skills, and activities.

**PEPK-K:11**

**Students show safe behavior for self and others by...**

- a. Applying established class rules, procedures, and safe practices with teacher guidance.

Grades 1-2

**Affective Qualities**

**PE1-2:10**

**Students promote individual success and self-confidence by...**

- a. Describing their range of feelings resulting from participating in physical activity (e.g., success to failure).
- b. Attempting new activities.
- c. Continuing to participate when initially unsuccessful.

**PE1-2:11**

**Students show safe behavior for self and others by...**

- a. Applying established class rules, procedures, and safe practices with limited teacher guidance.

Grades 3-4

**Affective Qualities**

**PE3-4:10**

**Students promote individual success and self-confidence by...**

- a. Identifying personal strengths and weaknesses.
- b. Selecting a challenging but attainable physical activity goal.
- c. Continuing to work with a partner when initially unsuccessful.

**PE3-4:11**

**Students show safe behavior for self and others by.....**

- a. Practicing personal and group safety by applying class rules, procedures, and safe practices.

Grades 5-6

**Affective Qualities**

**PE5-6:10**

**Students promote individual success and self-confidence by...**

- a. Identifying personally challenging activities.
- b. Identifying personal needs in order to be successful (e.g., developing and refining personal skills).
- c. Selecting and practicing a skill in which improvement is needed.

**PE5-6:11**

**Students show safe behavior for self and others by....**

- a. Establishing rules and procedures, and applying etiquette that are appropriate for specific activity situations.

Grades 5-6

**Affective Qualities**

**PE5-6:10**

**Students promote individual success and self-confidence by...**

- a. Identifying personally challenging activities.
- b. Identifying personal needs in order to be successful (e.g., developing and refining personal skills).
- c. Selecting and practicing a skill in which improvement is needed.

**PE5-6:11**

**Students show safe behavior for self and others by....**

- a. Establishing rules and procedures, and applying etiquette that are appropriate for specific activity situations.

Grades 7-8

**Affective Qualities**

**PE7-8:10**

**Students promote individual success and self-confidence by...**

- a. Identifying ways in which attitude, effort and energy affect personal performance.
- b. Establishing personal goals to achieve a higher level of performance in new or challenging activities.
- c. Demonstrating a positive attitude toward personal skill development.

**PE7-8:11**

**Students show safe behavior for self and others by....**

- a. Demonstrating supportive and positive behavior (e.g., project adventure full value contract).



Grades 9-12

**Affective Qualities**

**PE9-12:10**

**Students promote individual success and self-confidence by...**

- a. Analyzing characteristics of sport and physical activities that are personally enjoyable, challenging and fulfilling (e.g., competitive, high risk, group, individual, esthetically pleasing, provides social interaction).
- b. Challenging one's ability to develop new or higher level skills.
- c. Persevering to achieve a higher level of performance.

**PE9-12:11**

**Students show safe behavior for self and others by.....**

- a. Anticipating and correcting potentially dangerous consequences and outcomes of a physical activity (e.g., belaying, spotting, refereeing).

Competency is defined as using basic skills with correct technique and selecting and/or modifying basic skills to meet environmental demands, cues, and/or physical limitations at a recreational level.

Proficiency is defined as using basic and higher level skills, adjusting timing, balance, force, flow, and control: selecting and modifying skills to meet environmental demands, physical limitations, and/or cues; and effectively executing advanced skills with correct technique.

Grades PreK-K

**Social Interaction**

**PEPK-K:12**

Students show appropriate social interactions by . . .

- a. Demonstrating responsibility for following established class rules, procedures, and safe practices with teacher reinforcement.
  
  
  
  
  
  
  
  
  
  
- c. Staying on task for a short period of time with teacher supervision.
  
  
  
  
  
  
  
  
  
  
- d. Listening quietly without interrupting when the teacher is talking.
  
  
  
  
  
  
  
  
  
  
- e. Demonstrating a willingness to work with any child in the class.
  
  
  
  
  
  
  
  
  
  
- f. Demonstrating listening skills by sitting in a self space with quiet hands and feet and focusing on the speaker cooperatively.

Grades 1-2

**Social Interaction**

**PE1-2:12**

Students show appropriate social interactions by . . .

- a. Demonstrating responsibility for making and applying rules regarding class procedures and safety.
  
  
  
  
  
  
  
  
  
  
- b. Demonstrating responsibility for following simple game rules safely, with good sports like behavior (with and without direct teacher supervision).
  
  
  
  
  
  
  
  
  
  
- c. Staying on task without specific (direct) teacher supervision for a short period of time.
  
  
  
  
  
  
  
  
  
  
- d. Listening quietly without interrupting when a peer or the teacher is talking, and speaking at an appropriate time.
  
  
  
  
  
  
  
  
  
  
- e. Demonstrating a willingness to work with any child in the class.
  
  
  
  
  
  
  
  
  
  
- f. Sharing and listening to ideas of others.
  
  
  
  
  
  
  
  
  
  
- g. Demonstrating cooperation by taking turns, sharing, and giving encouragement to others (verbally and nonverbally).

Grades 3-4

**Social Interaction**

**PE3-4:12**

Students show appropriate social interactions by . . .

- a. Demonstrating responsibility for applying an awareness of personal and group safety.
- b. Demonstrating responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.
- c. Staying on task while working with partner(s) or in a small group.
- d. Speaking at an appropriate time and in an appropriate manner.
- e. Demonstrating a willingness to work with individuals of different gender, race, body type, and varying abilities.
- f. Demonstrating respect for the ideas of others, attempting to compromise and communicate appropriately.
- g. Demonstrating cooperation by adjusting skills to ensure success of partner(s).

Grades 5-6

**Social Interaction**

**PE5-6:12**

Students show appropriate social interactions by . . .

- a. Demonstrating responsibility for assisting in making and following rules, procedures, and etiquette that are safe and effective for specific activity situations.
- b. Demonstrating responsibility for following game rules (without direct teacher supervision).
- c. Demonstrating responsibility for ones actions.
- d. Demonstrating the ability to give and receive honest feedback.
- e. Demonstrating a willingness to work with individuals of varying socio-economic status.
- f. Contributing to a positive group dynamics.
- g. Demonstrating cooperation by supporting and encouraging others of different abilities/skill levels.

Grades 5-6

**Social Interaction**

**PE5-6:12**

Students show appropriate social interactions by . . .

- a. Demonstrating responsibility for assisting in making and following rules, procedures, and etiquette that are safe and effective for specific activity situations.
- b. Demonstrating responsibility for following game rules (without direct teacher supervision).
- c. Demonstrating responsibility for ones actions.
- d. Demonstrating the ability to give and receive honest feedback.
- e. Demonstrating a willingness to work with individuals of varying socio-economic status.
- f. Contributing to a positive group dynamics.
- g. Demonstrating cooperation by supporting and encouraging others of different abilities/skill levels.

Grades 7-8

**Social Interaction**

**PE7-8:12**

Students show appropriate social interactions by . . .

- a. Demonstrating responsibility for playing by the rules without taking advantage of peers.
- b. Demonstrating responsibility for practicing appropriate sports conduct (e.g., accepting the referee's decisions without arguing).
- c. Demonstrating responsibility for officiating small group games.
- d. Demonstrating appreciation for appropriate feedback.
- e. Demonstrating a willingness to work with individuals with varying cultural and ethnic backgrounds.
- f. Demonstrating the ability to assuming leader/follower roles when appropriate.
- g. Demonstrating cooperation by participating with others within the structure and intent of an activity or task.

Grades 9-12

**Social Interaction**

**PE9-12:12**

Students show appropriate social interactions by . . .

- a. Demonstrating responsibility for evaluating competition by quality of play rather than outcome.
  
- b. Demonstrating responsibility for anticipating and correcting potentially dangerous consequences and outcomes of a physical activity and exhibit good sports-like behavior.
  
- c. Demonstrating self-direction and displaying self-discipline.
  
- d. Demonstrating respect of feedback through revision of actions.
  
- e. Demonstrating strategies for including persons of diverse background and abilities in various physical activities.
  
- f. Identifying and developing ones abilities as a leader or follower in situations that require directing, guiding, and participating in a group.
  
- g. Demonstrating cooperatively by helping others to participate within the structure and intent of an activity or task.

Competency is defined as using basic skills with correct technique and selecting and/or modifying basic skills to meet environmental demands, cues, and/or physical limitations at a recreational level.

Proficiency is defined as using basic and higher level skills, adjusting timing, balance, force, flow, and control: selecting and modifying skills to meet environmental demands, physical limitations, and/or cues; and effectively executing advanced skills with correct technique.



## **Glossary of Terms for Physical Education Assessment**

**Mature Form:** Consistent successful execution of a psycho-motor skill in the most efficient manner with a technique considered to be the best form.

**Proficiency:** The ability to perform successfully at an advanced level of skill and knowledge: an individual demonstrating proficiency in psycho-motor skills is able to adjust the skill smoothly under activity conditions.

**Competency:** The development of sufficient skill and knowledge to enjoy participation in the activity at a recreational level: a person is considered competent in performing psycho-motor skills when he/she can perform them consistently with good technique.

**Critical Elements:** Aspects of skill or knowledge considered essential to successful performance.

**e.g.:** Are examples but not limited to the example shown.

**Tactics:** The adjustments players make in relation to the ball, and other players, teammates and opponents, in the ever-changing relationships as play ensues. ( Grehaigne and Godbout)

**Strategy:** The general organization or structure of the game and position play assignments. ( Grehaigne and Godbout)

**Movement Challenge:** A movement problem posed that involves problem solving with a focus on a movement concept. ( Nichols)