

Walking and Bicycling in the Vermont PK-12 Physical Education Grade Expectations

| PK-K Grade Expectations |
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| GE 2: Students show an understanding of body awareness concepts by... 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. |
| GE 4: Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by... BALANCE a. Demonstrating momentary stillness in a variety of balance activities. |
| GE 10: Students promote individual success and self-confidence by... a. Identifying several activities that are personally enjoyable. b. Attempting movement, skills, and activities. |
| GE 11: Students show safe behavior for self and others by... a. Applying established class rules, procedures, and safe practices with teacher guidance. |
| GE 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. |

| 1-2 Grade Expectations | Assessment Description | Best Practices/Suggested Instructional Strategies |
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| <p>GE 2: Students show an understanding of body awareness concepts by...</p> <p>f. Demonstrating <u>competency</u> in the mature form of the following locomotor skills: walking, running, skipping, hopping, galloping, jumping and sliding.</p> <p>g. Demonstrating the ability to stop <u>with control at a boundary</u>.</p> <p>h. Demonstrating the ability to change direction, quickly and safely, without falling.</p> <p>j. Identifying the locomotor movements: walk, run, hop, skip, jump, gallop, leap, slide.</p> | | |
| <p>GE 4: Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...</p> <p>BALANCE</p> <p>a. <u>Moving alone or with equipment</u> (e.g., starting and stopping without falling down).</p> <p>b. Demonstrating and understanding of balancing skills (e.g., bends knees to lower the center of gravity).</p> | | |
| <p>GE 5: Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...</p> <p>a. Demonstrating progress toward mature form by performing two critical elements of an isolated skill.</p> | | |
| <p>GE 8: Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength, and body composition) and identifies a variety of activities to develop each component by...</p> <p>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”).</p> <p>b. Beginning to identify some physiological signs of exercise (e.g., increased heart rate and faster breathing).</p> | | |
| <p>GE 9: Students show awareness of personal responsibility for individual wellness by...</p> <p>a. Identifying an activity and a benefit associated with each of the four health-related fitness components.</p> | | |

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| <p>GE 10: Students promote individual success and self-confidence by...</p> <p>a. <u>Describing their range of feelings resulting from participating in physical activity</u> (e.g., success to failure).</p> <p>b. <u>Attempting new activities.</u></p> <p>c. Continuing to participate when initially unsuccessful.</p> | | |
| <p>GE 11: Students show safe behavior for self and others by...</p> <p>a. Applying established class rules, procedures, and safe practices <u>with limited teacher guidance.</u></p> | | |
| <p>GE 12: Students show appropriate social interactions by...</p> <p>a. Demonstrating responsibility for following <u>making and applying rules</u> regarding class procedures and safety.</p> <p>b. Demonstrating responsibility for following simple game rules safely, with good sports like behavior (with and without direct teacher supervision).</p> <p>c. Staying on task <u>without specific (direct) teacher supervision</u> for a short period of time.</p> <p>d. Listening quietly without interrupting <u>when a peer or the teacher is talking, and speaking at an appropriate time.</u></p> <p>e. Demonstrating a willingness to work with any child in the class.</p> <p>f. <u>Sharing and listening to the ideas of others.</u></p> <p>g. Demonstrating cooperation by taking turns, sharing, and giving encouragement to others (verbally and nonverbally).</p> | | |

| 3-4 Grade Expectations | Assessment Description | Best Practices/Suggested Instructional Strategies |
|---|------------------------|---|
| <p>GE 2: Students show an understanding of body awareness concepts by...</p> <p>a. Identifying body parts <u>and their actions</u> when describing a movement (e.g., When I land from a jump I need to flex my knees).</p> <p>b. Identifying basic muscle groups, and their movements (e.g., biceps, triceps).</p> <p>e. Demonstrating an awareness of the relationship of body parts (e.g., unison, opposition, in sequence).</p> | | |
| <p>GE 4: Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...</p> <p>BALANCE</p> <p>a. <u>Balancing with control on a variety of pieces of equipment</u> (e.g., large apparatus, skates, stilts).</p> <p>b. Demonstrating and understanding of <u>static and dynamic balance</u>.</p> | | |
| <p>GE 5: Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...</p> <p>a. Demonstrating progress toward mature form by performing two critical elements of an isolated skills <u>used in leadups and other activities</u>.</p> | | |
| <p>GE 8: Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength, and body composition) and identifies a variety of activities to develop each component by...</p> <p>a. <u>Defining, applying and assessing</u> the four health-related fitness components (e.g., introduction of FitnessGram or other nationally accredited fitness testing).</p> <p>b. Identifying <u>additional physiological effects of the different levels of exercise</u> (e.g., increased perspiration and body temperature).</p> | | |
| <p>GE 9: Students show awareness of personal responsibility for individual wellness by...</p> <p>a. Identifying a <u>wider range of activities and benefits</u> associated with the four health-related fitness components.</p> | | |
| <p>GE 10: Students promote individual success and self-confidence by...</p> <p>a. <u>Identifying personal strengths and weaknesses</u>.</p> <p>b. <u>Selecting a challenging but attainable physical activity goal</u>.</p> | | |

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| c. Continuing to <u>work with a partner</u> when initially unsuccessful. | | |
| GE 11: Students show safe behavior for self and others by... a. <u>Practicing personal and group safety</u> by applying class rules, procedures, and safe practices. | | |
| GE 12: Students show appropriate social interactions by... a. Demonstrating responsibility for <u>applying an awareness of personal and group safety</u> . b. Demonstrating responsibility for <u>practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge</u> . c. Staying on task <u>while working with partner(s) or in a small group</u> . d. Speaking at an appropriate time <u>and in an appropriate manner</u> . e. Demonstrating a willingness to work with <u>individuals of different gender, race, body type, and varying abilities</u> . f. <u>Demonstrating respect for the ideas of others, attempting to compromise and communicate appropriately</u> . g. Demonstrating cooperation by <u>adjusting skills to ensure success of partner(s)</u> . | | |

| 5-6 Grade Expectations | Assessment Description | Best Practices/Suggested Instructional Strategies |
|---|------------------------|---|
| <p>GE 2: Students show an understanding of body awareness concepts by... b. Identifying <u>more specific</u> muscle groups and <u>demonstrating how they relate</u> to body movements during the performance of skills (e.g., biceps to modified pull ups, quadriceps to kicking).</p> | | |
| <p>GE 4: Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by... BALANCE b. Demonstrating and understanding of <u>the effects of body changes on performance.</u> TIME a. <u>Demonstrating an understanding of how body movements are adjusted for increases or decreases in speed for self or imposed rhythm and/or task</u> (e.g., changing the size of steps as speed changes).</p> | | |
| <p>GE 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 <u>a majority of the critical elements</u> 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).</p> | | |
| <p>GE 8: Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength, and body composition) and identifies a variety of activities to develop each component by... a. <u>Beginning to develop a personal fitness plan based on data from a fitness assessment.</u> b. <u>Monitoring their heart rate by taking their pulse after exercise.</u></p> | | |
| <p>GE 9: Students show awareness of personal responsibility for individual wellness by... a. <u>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.</u> 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.</p> | | |

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| <p>GE 10: Students promote individual success and self-confidence by...</p> <p>a. <u>Identifying personally challenging activities.</u></p> <p>b. <u>Identifying personal needs in order to be successful</u> (e.g., developing and refining personal skills).</p> <p>c. <u>Selecting and practicing a skill in which improvement is needed.</u></p> | | |
| <p>GE 11: Students show safe behavior for self and others by...</p> <p>a. <u>Establishing rules and procedures, and applying etiquette that are appropriate for specific activity situations.</u></p> | | |
| <p>GE 12: Students show appropriate social interactions by...</p> <p>a. Demonstrating responsibility for <u>assisting in making and following rules, procedures, and etiquette that are safe and effective for specific activity situations.</u></p> <p>b. Demonstrating responsibility for <u>following game rules</u> (without direct teacher supervision).</p> <p>c. <u>Demonstrating responsibility for one's actions.</u></p> <p>d. <u>Demonstrating the ability to give and receive honest feedback.</u></p> <p>e. Demonstrating a willingness to work with <u>individuals of varying socio-economic status.</u></p> <p>f. <u>Contributing to positive group dynamics.</u></p> <p>g. Demonstrating cooperation by <u>supporting and encouraging others of different abilities/skill levels.</u></p> | | |

| 7-8 Grade Expectations | Assessment Description | Best Practices/Suggested Instructional Strategies |
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| <p>GE 2: Students 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 <u>more complex skills</u>.</p> | | |
| <p>GE 5: Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by... a. <u>Demonstrating mature form in a variety of basic skills</u> (teacher and/or student selected). b. Adjusting skills <u>in more complex situations</u> (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.</p> | | |
| <p>GE 8: Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength, and body composition) and identifies a variety of activities to develop each component by... b. <u>Monitoring their heart rate, breathing rate, perceived exertion, and recovery rate during and following physical activity</u>. c. Understanding and applying basic principles of training to improving physical fitness (FITT – frequency, intensity, time and type).</p> | | |
| <p>GE 9: Students show awareness of personal responsibility for individual wellness by... a. <u>Identifying and applying the knowledge acquired to link exercise, nutrition and fitness, chose activities to improve and maintain fitness goals</u>. b. Demonstrating that physical activity is an important component of personal wellness <u>by participating in leisure/lifetime sport or dance activities in and outside of school</u>.</p> | | |
| <p>GE 10: Students promote individual success and self-confidence by... a. <u>Identifying ways in which attitude, effort and energy affect personal performance</u>. b. <u>Establishing personal goals to achieve a higher level of performance in new or challenging activities</u>. c. <u>Demonstrating a positive attitude toward personal skill development</u>.</p> | | |

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| <p>GE 11: Students show safe behavior for self and others by... a. <u>Demonstrating supportive and positive behavior</u> (e.g., project adventure full value contract).</p> | | |
| <p>GE 12: Students show appropriate social interactions by... d. Demonstrating <u>appreciation for appropriate feedback</u>. e. Demonstrating a willingness to work with individuals <u>with varying cultural and ethnic backgrounds</u>. f. <u>Demonstrating the ability to assume leader/follower roles when appropriate</u>. g. Demonstrating cooperation by <u>participating with others within the structure and intent of an activity or task</u>.</p> | | |

Assesment Checklist for GE Tracker Tool

Assessment type

- Formative and/or summative assessment
- Performance task, constructed response, problem solving task etc... (see list at bottom of page)
- Grade level to be implemented
- Classroom, school-wide, or district-wide

Task description

- A brief description of the assessment task

Critical elements

- List key knowledge or skills students must demonstrate to meet or exceed the standard (skill cues, criteria for success)

Assessment Types and Codes from Riverdeep Learning Village:

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| CL | Checklist |
| CR | Constructed Response |
| ER | Extended Response |
| MC | Multiple Choice |
| PT | Performance Task |
| PS | Problem Solving Task |
| * | Common District-wide Assessment |