Vermont Physical Education

# Grades 1, 2

Adopted 2004

## Knowledge/Motor Skills

**PE1-2:1. Students will apply problem-solving skills in movement-related activities by...** PE1-2:1

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...** PE1-2:2

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.

---

**PE1-2:3. Students show an understanding of space concepts by...** PE1-2:3

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).

---

**PE1-2:4. BALANCE Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...** PE1-2:4

a. Moving alone or with equipment (e.g., starting and stopping without falling down).

Skip to main content

b. Demonstrating an understanding of balancing skills (e.g., bends knees to lower the center of gravity).

**PE1-2:4. FORCE / ENERGY Students show an understanding of movement concepts and apply them to psycho-motor skills by...** PE1-2:4

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).

**PE1-2:4. TIME Students show an understanding of movement concepts, and apply them to psycho-motor skills by...** PE1-2:4

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.

**PE1-2:4. FLOW Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...** PE1-2:4

a. Combining two fundamental skills (e.g., bounce and catch, jump and turn).

b. Demonstrating smooth transitions between movements, (e.g., dance)

**PE1-2:5. Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...** PE1-2:5

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

**PE1-2:7. Students will show competency in aquatic activities and water survival skills when facilities allow by...** PE1-2:7

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.

**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...** PE1-2:8

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).

Skip to main content

**PE1-2:9. Students show awareness of personal responsibility for individual wellness by....** PE1-2:9

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

**Affective Qualities**

**PE1-2:10. Students promote individual success and self-confidence by...** PE1-2:10

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...** PE1-2:11

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

**Social Interaction**

**PE1-2:12. Students show appropriate social interactions by...** PE1-2:12

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).