Vermont Physical Education

Grades 9, 10, 11, 12

Adopted 2004

Knowledge/Motor Skills

PE9-12:1. Students will apply problem-solving skills in movement-related activities by... PE9-12:1

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... PE9-12:2

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).

PE9-12:3. Students show an understanding of space concepts by... PE9-12:3

c. Applying space concepts appropriately in a variety of activities (e.g., in development of tactics - set plays; floor pat-terns in dance or gymnastics).

d. Recognizing the similarities in the use of space in more advanced activities (e.g., tactics, dance, and gymnastics).

PE9-12:4. BALANCE Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by... PE9-12:4

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

PE9-12:5. Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by... PE9-12:5

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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... PE9-12:6

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... PE9-12:7

a. Demonstrating the Level VI Skill requirements of the American Red Cross Swimming Standards.

b. Demonstrating increased endurance in all strokes.

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... PE9-12:8

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.... PE9-12:9

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.

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PE9-12:10. Students promote individual success and self-confidence by... PE9-12:10

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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... PE9-12:11

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

Social Interaction

PE9-12:12. Students show appropriate social interactions by... PE9-12:12

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.