

HEALTH AND PHYSICAL EDUCATION GRADUATION COMPETENCIES (Grades K-5)



“The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.”

Dr. Robert Mendenhall, President, Western Governor’s University

Health and Physical Education Graduation Competencies (Grades K-5)

Health and Physical Education Graduation Competencies are meant to serve as a guide for teachers and leaders as they prepare students to become critical and creative independent thinkers, and effective communicators and collaborators. In accordance to our Superintendent's 20/20 Vision, we aim to ensure that every Henry County graduate is truly college and career ready for success in the 21st century.

As provided by the research undertaken by the Great Schools Partnership, content area graduation competencies are based on state standards and clearly defined learning progressions. They specifically describe the most essential content knowledge that students will need to truly emerge from the educational experience college and career ready. Supporting the Health and Physical Education Graduation Competencies are relevant performance indicators. Performance indicators are aligned with content-area and cross-curricular state standards, and provide more detailed descriptions of what it means to meet a graduation competency. Scoring criteria for each performance indicator were developed based on best practice and research. The scoring criteria will be used in rubrics for summative assessments across the district to ensure the validity and reliability of scoring for Health and Physical Education Graduation Competencies.



Health Education Competencies and Performance Indicators

Health Graduation Competency 1: Influences on Health
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Performance Indicators <ul style="list-style-type: none">A. Students will analyze how culture, peers, technology and family can influence healthy and unhealthy behavior.
Health Graduation Competency 2: Goal Setting and Decision Making
Students will demonstrate the ability to make decisions and set goals to enhance health.
Performance Indicators <ul style="list-style-type: none">A. Students will implement healthy options to health-related issues or problems.B. Students will predict the potential outcomes of each option when making a health-related decision.C. Students will choose a healthy option when making a decision and describe the outcomes of that decision.D. Students will set a personal health goal and track progress toward its achievement.
Health Graduation Competency 3: Health Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Performance Indicators <ul style="list-style-type: none">A. Students will assess the relationship between healthy behaviors and personal health.B. Students will analyze how school and community environments can promote personal health.C. Students will evaluate ways to prevent common childhood injuries and health problems.
Health Graduation Competency 4: Health Information, Products and Services
Students will demonstrate the ability to access valid health information, services, and products to enhance health.
Performance Indicators <ul style="list-style-type: none">A. Students will identify characteristics of valid health information, products, and services to enhance health.B. Students will compare resources from home, school, and community that provide valid health information.
Health Graduation Competency 5: Health Promotion and Risk Reduction
Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.
Performance Indicators <ul style="list-style-type: none">A. Students will practice health-enhancing behaviors that avoid or reduce health risks.

Performance Indicators Scoring Criteria Health Graduation Competency 1

Health Graduation Competency 1: Influences on Health				
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will analyze how culture, peers, technology and family can influence healthy and unhealthy behavior.	Students can recall how culture, peers, technology, media or family can influence healthy and unhealthy behavior.	Students can explain how culture, peers, technology, media or family can influence healthy and unhealthy behavior.	Students can analyze how culture, peers, technology, media and family can influence healthy and unhealthy behavior.	Students can design a plan to choose healthy behaviors over unhealthy behaviors from family, peers, cultures, media, and technology.

Performance Indicators Scoring Criteria Health Graduation Competency 2

Health Graduation Competency 2: Goal Setting and Decision Making				
Students will demonstrate the ability to make decisions and set goals to enhance health.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will implement healthy options to health-related issues or problems.	Students can recognize options to health-related issues or problems.	Students can explain healthy options to health-related issues or problems.	Students can implement healthy options to health-related issues or problems.	Students can analyze healthy options to health-related issues or problems for others.
B. Students will predict the potential outcomes of each option when making a health-related decision.	Students list the potential outcomes of some options when making a health-related decision.	Students can explain the potential outcomes of each option when making a health-related decision.	Students can predict the potential outcomes of each option when making a health-related decision.	Students can predict and explain to others the potential outcomes of each option when making a health-related decision.
C. Students will choose a healthy option when making a decision and describe the outcomes of that decision.	Students can list a healthy option when making a decision.	Students can explain a healthy option when making a decision and describe the outcomes of that decision.	Students can choose a healthy option when making a decision and describe the outcomes of that decision.	Students can devise a plan for implementing a healthy option when making a decision and describe the outcomes of that decision.
D. Students will set a personal health goal and track progress toward its achievement.	Students can list a personal health goal.	Students can explain a personal health goal and list ways to progress toward its achievement.	Students can set a personal health goal and track progress toward its achievement.	Students can devise a plan to set a personal health goal and track progress until it is achieved.

Performance Indicators Scoring Criteria Health Graduation Competency 3

Health Graduation Competency 3: Health Concepts				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will assess the relationship between healthy behaviors and personal health.	Students can list healthy and unhealthy behaviors.	Students can link healthy behaviors to personal health benefits.	Students can assess my own healthy behaviors to determine what affect they have on my personal health.	Students can create a plan to reach specific personal health goals.
B. Students will analyze how school and community environments can promote personal health.	Students can recognize the ways my school and community promotes personal health.	Students can compare areas in the school and community environments that promote personal health.	Students can analyze how my school and community environments promote personal health.	Students can prove the positive relationship between school and community environments and personal health.
C. Students will evaluate ways to prevent common childhood injuries and health problems.	Students can list dangerous behaviors.	Students can predict how dangerous behaviors can lead to injuries and health problems.	Students can critique how current safety procedures can prevent common childhood injuries and health problems.	Students can apply safety concepts to my daily life knowing these will help prevent injuries and health problems.

Performance Indicators Scoring Criteria Health Graduation Competency 4

Health Graduation Competency 4: Health Information Products and Services				
Students will demonstrate the ability to access valid health information, services, and products to enhance health.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will identify characteristics of valid health information, products, and services to enhance health.	Student can identify the ways in which products, services, and health information are marketed.	Students can distinguish the features that determine the legitimacy of health information, services, and products.	Students can critique the credibility of health information, services, and products.	Students can create, defend and discuss claims that determine the validity of health information, services, and products.
B. Students will compare resources from home, school, and community that provide valid health information.	Students can list resources from home, school and community that provide valid health information.	Students can collect and display samples of valid health information.	Students can compare resources from home, school, and community that provide valid health information.	Students can apply concepts from these resources to improve my health.

Performance Indicators Scoring Criteria Health Graduation Competency 5

Health Graduation Competency 5: Health Promotion and Risk Reduction				
Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will practice health-enhancing behaviors that avoid or reduce health risks.	Students can identify patterns of behaviors that reduce health risks.	Students can differentiate among a variety of behaviors that reduce health risks.	Students can practice health-enhancing behaviors that avoid or reduce health risks.	Students can analyze how health-enhancing behaviors reduce health risks.

Physical Education Competencies and Performance Indicators

Physical Education Graduation Competency 1: Movement/Motor Skills and Knowledge
Students will demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance.
Performance Indicators <ul style="list-style-type: none">A. Students will demonstrate developmentally appropriate patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.B. Students will demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, in small-sided practice tasks/games environment.C. Students will combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.D. Students will demonstrate developmentally appropriate patterns of non-locomotor skills in dynamic small-sided practice tasks, game environments, gymnastics and dance.
Physical Education Graduation Competency 2: Physical Fitness Activities and Knowledge
Students will demonstrate and apply fitness concepts.
Performance Indicators <ul style="list-style-type: none">A. Students will participate in health-related fitness assessment, establish personal fitness goals, and reassess their fitness over time.B. Students will design and critique a personal fitness plan from established goals, which applies the five fitness components and the principles of training (specificity).C. Students will select and participate in physical activities that address their personal fitness plan and apply the five health-related fitness components.D. Students will explain how the physiological response (changes to your body) to regular participation in physical activity is beneficial to their physical, mental, emotional, and social well-being.
Physical Education Graduation Competency 3: Personal and Social Skills and Knowledge
Students will demonstrate and explain responsible personal and social behavior in physical activity settings.
Performance Indicators <ul style="list-style-type: none">A. Students will chart and analyze physical activity outside physical education class for health and academic benefits.B. Students will accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.C. Students will apply safety principles with age appropriate physical activities.

Performance Indicators Scoring Criteria Physical Education Graduation Competency 1

Physical Education Graduation Competency 1: Movement/Motor Skills and Knowledge				
Students will demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will demonstrate developmentally appropriate patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.	Students can perform the basic locomotor skills of walking, skipping, galloping, hopping, sliding.	Students can use some of the basic locomotor skills in small sided practice tasks, gymnastics and dance.	Students can demonstrate developmentally appropriate patterns of locomotor skills in dynamic small-sided practice tasks/games, gymnastics and dance.	Students can exceed developmentally appropriate patterns of locomotor skills in dynamic small-sided games, gymnastics and dance.
B. Students will demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, in small-sided practice tasks/games environment.	Students can demonstrate developmentally appropriate patters of manipulative skills, with and without an implement, playing alone.	Students can demonstrate developmentally appropriate patters of manipulative skills, with and without an implement, playing with a partner.	Students can demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, in small-sided practice tasks/games environment.	Students can exceed developmentally appropriate patterns of manipulative skills, with and without an implement, in small-sided practice tasks/games environment.
C. Students will combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.	Students can combine locomotor and manipulative skills in a variety of practice activities on my own.	Students can combine locomotor and manipulative skills in a variety of practice activities with a small group.	Students can combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.	Students can develop strategies to combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.
D. Students will demonstrate developmentally appropriate patterns of non-locomotor skills in dynamic small-sided practice tasks, game environments, gymnastics and dance.	Students can demonstrate isolated developmentally appropriate patterns of non-locomotor skills in a practice task.	Students can demonstrate multiple developmentally appropriate patterns of non-locomotor skills.	Students can demonstrate developmentally appropriate patterns of non-locomotor skills in dynamic small-sided practice tasks, game environments, gymnastics and dance.	Students can use non-locomotor skills to create and perform a small-sided game, gymnastics routine or dance.

Performance Indicators Scoring Criteria Physical Education Graduation Competency 2

Physical Education Graduation Competency 2: Physical Fitness Activities and Knowledge				
Students will demonstrate and apply fitness concepts.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will participate health-related fitness assessment, establish personal fitness goals, and reassess their fitness over time.	Students can participate in health-related fitness assessments.	Students can participate in health-related fitness assessments and establish personal fitness goals.	Students can participate in health-related fitness assessments, establish personal fitness goals, and reassess my fitness over time.	Students can analyze my results to develop strategies to improve my level of fitness.
B. Students will design and critique a personal fitness plan from established goals, which applies the five fitness components and the principles of training (specificity).	Students can recognize a personal fitness plan from established goals that applies the five fitness components and the principles of training (specificity).	Students can list and discuss the five fitness components and the principles of training (specificity) that are needed for a personal fitness plan.	Students can design and critique a personal fitness plan from established goals that applies the five fitness components and the principles of training (specificity).	Students can design and apply concepts of a personal fitness plan from established goals that includes the five fitness components and the principles of training.
C. Students will select and participate in physical activities that address their personal fitness plan and apply the five health-related fitness components.	Students can identify activities that address their personal fitness plan based on the five health-related fitness components.	Students can explain which choices are best matches for their personal fitness plan based on the five health-related fitness components.	Students can select and participate in physical activities that address their personal fitness plan and apply the five health-related fitness components.	Students can use data to prove how their physical activity choices support their fitness plan.
D. Students will explain how the physiological response (changes to your body) to regular participation in physical activity is beneficial to their physical, mental, emotional, and social well-being.	Students can list the physiological responses (changes in body) to regular participation in physical activity.	Students can recognize and articulate physiological responses (changed in body) to regular participation in physical activity.	Students can explain how the physiological responses (changes in body) to regular participation in physical activity is beneficial to their physical, mental, emotional, and social well-being.	Students can analyze how intensity affects physiological responses (changes in body).

Performance Indicators Scoring Criteria Physical Education Graduation Competency 3

Physical Education Graduation Competency 3: Personal and Social Skills and Knowledge				
Students will demonstrate and explain responsible personal and social behavior in physical activity settings.				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
A. Students will chart and analyze physical activity outside physical education class for health and academic benefits.	Students can identify active-play opportunities outside physical activity setting.	Students can chart participation in physical activities outside of physical education class.	Students can chart and analyze physical activity outside physical education class for health and academic benefits.	Students can design physical activity outside physical education class for health and academic benefits for others in the community.
B. Students will accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.	Students can list ways to involve others into physical activities and group projects.	Students can recognize that they should actively involve others with different skill abilities into physical activities and group projects.	Students can accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.	Students can serve as facilitator to help others accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.
C. Students will apply safety principles with age appropriate physical activities.	Students list safety principles with age appropriate physical activities.	Students can describe safety principles with age appropriate physical activities.	Students can apply safety principles with age appropriate physical activities.	Students can serve as peer mentors to assist others to understand safety principles with age appropriate physical activities.