

Health and Physical Education Graduation Competencies



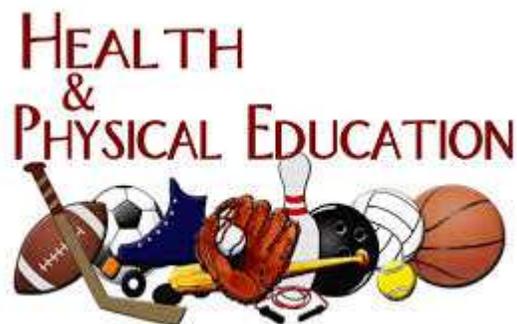
“The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless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

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

Health and Physical Education Graduation Competencies

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 Graduation 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 family influences the health of individuals.B. Students will evaluate the effect of the media on personal and family health.C. Students will analyze how some health risk behaviors, can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use.
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 assess personal health practices and overall health status.B. Students will develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.C. Students will apply and defend decision making processes (e.g. quick decision making, thoughtful decision making) to enhance health.D. Students will evaluate the effectiveness of a health-related decision.
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 examine the benefits and barriers to practicing a variety of healthy behaviors.B. Students will analyze how environment and personal health are interrelated.C. Students will evaluate the interrelationship of emotional, intellectual, physical, and social health.D. Students will analyze the relationship between access to health care and health status.
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 evaluate the validity of health information, products, and services.B. Students will access products and services that enhance health.
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 demonstrate healthy practices/behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.B. Students will apply concepts of life-saving techniques to life threatening and non- life threatening situations (e.g. first aid, hands only CPR, and the use of an AED).C. Students will design, implement and evaluate a plan for stress management.

Health Graduation Competencies Scoring Criteria

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 family influences the health of individuals.	Students can list ways family can affect the health of individuals.	Students can explain how family can influence the health of individuals.	Students can cite evidence of how family members can impact the health of individuals.	Students can analyze the effect of family influences on mental, emotional, social, and physical health of individuals.
B. Students will evaluate the effect of the media on personal and family health.	Students can list ways the media affects their personal health and the health of others.	Students can categorize ways the media can affect their personal health and the health of others.	Students can justify how the media can affect their personal health and the health of others.	Students can design an evidence based response in reference to the impact the media has on their personal health and the health of others.
C. Students will analyze how some health risk behaviors, can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use.	Students can name some risk behaviors that can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use.	Students can summarize some risk behaviors that can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use.	Students can evaluate and draw conclusions about risk behaviors that can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use.	Students can evaluate risk behaviors and analyze healthy ways to avoid behaviors such as drug and alcohol use, and create a public service announcement to share the information with others.

Health Graduation Competencies Scoring Criteria

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 assess personal health practices and overall health status.	Students can list choices that impact their personal health.	Students can predict how the choices they make impact their personal health.	Students can assess how the choices they make contribute to their personal health.	Students can analyze how the choices they make will impact their personal health in the future.
B. Students will develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.	Students can list personal health goals.	Students can explain ways to reach a short-term personal health goal.	Students can construct a detailed plan to meet a short-term health goal.	Students can critique their personal health plan, and make necessary adjustments to ensure it continues to positively impact their personal health.
C. Students will apply and defend decision making processes (e.g. quick decision making, thoughtful decision making) to enhance health.	Students can use decision-making processes to enhance health.	Students can compare decision-making processes to enhance health.	Students can apply decision-making processes, justify the decision, and defend the short and long impact it may have on health.	Students can evaluate decision-making processes and generate alternative approaches, predict potential short and long-term impact and analyze effectiveness.
D. Students will evaluate the effectiveness of a health-related decision.	Students can identify health related decisions.	Students can compare the effectiveness of decisions related to health.	Students can develop a logical argument in regards to the impact of a decision related to a person's health.	Students can propose the best option when faced with a health-related decision.

Health Graduation Competencies Scoring Criteria

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 examine the benefits and barriers to practicing a variety of healthy behaviors.	Students can identify healthy behaviors.	Students can identify the benefits of practicing healthy behaviors along with barriers that may prevent the practice of those behaviors.	Students can examine the benefits of practicing healthy behaviors, and formulate strategies to overcome obstacles that may prevent the practice of those behaviors.	Students can analyze healthy behaviors and critique proposed solutions to the barriers that may prevent the practice of those behaviors.
B. Students will analyze how environment (e.g. home, school, community) and personal health are interrelated.	Students can identify ways environment affects personal health.	Students can summarize how environment and personal health are related.	Students can assess and draw conclusions about the ways in which environment and personal health are interrelated.	Students can critique various scenarios and cite evidence to prove that environment and personal health are interrelated.
C. Students will evaluate the interrelationship of emotional, intellectual, physical, and social health.	Students can define the elements of emotional, intellectual, physical and social health.	Students can recognize and explain the elements of emotional, intellectual, physical and social health.	Students can analyze the connections of emotional, intellectual, physical and social health.	Students can create an evidence based explanation of the interrelationship of emotional, intellectual, physical and social health.
D. Students will analyze the relationship between access to health care and health status.	Students can identify ways to access health care.	Students can compare the relationship that exists between access to health care and health status.	Students can develop a logical argument using evidence to explain how access to health care relates to health status.	Students can critique evidence that supports the relationship between an individual's access to health care and his/her health status.

Health Graduation Competencies Scoring Criteria

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 evaluate the validity of health information, products, and services.	Students 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 access products and services that enhance health.	Students can list products and services that enhance health.	Students can compare products and services that enhance health.	Students can assess available products and services that enhance health.	Students can make and defend a claim based on evidence related to products and services that enhance health and make justifiable recommendations to others.

Health Graduation Competencies Scoring Criteria

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 demonstrate healthy practices and behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.	Students can define healthy practices and behaviors.	Students can summarize healthy practices and behaviors.	Students can differentiate between unhealthy and healthy practices and behaviors and cite evidence to support ways to maintain or improve the health of self and others.	Students can critique healthy practices and behaviors, and prove how the practices and behaviors are applicable to real life scenarios.
B. Students will apply concepts of life-saving techniques to life threatening and non-life threatening situations (e.g. first aid, hands-only CPR, and the use of an AED).	Students can identify life-saving ski.	Students can associate life-saving techniques to life threatening and non-life threatening situations.	Students can assess various scenarios of life threatening and non-life threatening situations, and perform the necessary life saving techniques on a manikin.	Students can design and instruct a Basic Life Saving Skills Course for peers and/or community members.
C. Students will design, implement and evaluate a plan for stress management.	Students can list stress management techniques.	Students can explain stress management techniques.	Students can evaluate and implement a plan for stress management	Students can design a plan for stress management.

Physical Education Graduation 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

- A. Students will change their motion and motion of objects by applying the principles of stability and force to modify their performance in games and physical activities.
- B. Students will demonstrate a variety of specialized movement skills specific to game/physical activity while participating in game/physical activity.
- C. Students will explain the relationship of fitness skill components to specialized movement skills.
- D. Students will design appropriate practice sessions, utilizing fundamental movement skills to improve performance.

Physical Education Graduation Competency 2: Physical Fitness Activities and Knowledge

Students will demonstrate and apply fitness concepts.

Performance Indicators

- A. Students will participate in health-related fitness assessment, establish personal fitness goals, and re-assess their fitness over time.
- B. Students will design and critique a personal fitness plan, from established goals, that applies the five fitness components and the principles of training (specificity, overload, and progression).
- 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 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

- A. Students will demonstrate collaborative skills while participating in physical activities by giving feedback, accepting feedback, and including peers.
- B. Students will demonstrate responsible and ethical personal behavior while participating in physical activities.
- C. Students will predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environmental modifications can impact safety.

Physical Education Graduation Competencies Scoring Criteria

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 change their motion and motion of objects by applying the principles of stability and force to modify their performance in games and physical activities.	Students can identify motions that impact the ability to maintain stability in a game or activity.	Students can explain how to modify movements based on stability and force.	Students can compare ways to change performance based on what their knowledge about stability and force.	Students can analyze performance and make evidence based recommendations on how to improve performance.
B. Students will demonstrate a variety of specialized movement skills specific to game/physical activity while participating in game/physical activity.	Students can illustrate specialized movement skills specific to a game/physical activity.	Students can show specialized movement skills specific to game/activity while participating in game/activity.	Students can assess specialized movement skills specific to game/physical activity while participating in game/activity.	Students can critique specialized skills specific to game/physical activity while participating in game/activity, and give constructive feedback to team mates on improving skills.
C. Students will explain the relationship of fitness skill components to specialized movement skills.	Students can name the fitness skill components that connect to specialized movement skills.	Students can compare fitness skill components that connect to specialized movement skills.	Students can develop a logical argument explaining the relationship of fitness skill components to specialized movement skills.	Students can evaluate the relationship of fitness skill components to specialized movement skills.
D. Students will design appropriate practice sessions, utilizing fundamental movement skills to improve performance.	Students can list and describe components of a practice session that will improve performance level.	Students can illustrate and explain components necessary to a practice session to improve upon performance.	Students can design appropriate practice sessions, utilizing fundamental movement skills to improve performance.	Students can evaluate and revise a practice session, to target all areas of fundamental movement skills to improve performance.

Physical Education Graduation Competencies Scoring Criteria

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 in health-related fitness assessment, establish personal fitness goals, and re-assess their fitness over time.	Students can recall the components of the fitness assessment and set personal fitness goals.	Students can participate in fitness assessments and explain personal fitness goals.	Students can evaluate the results of a health-related fitness assessment, create fitness goals for improvement over time and track progress toward goals through ongoing fitness assessments.	Students can critique health-related fitness assessments to increase the validity of the assessment by evaluating their personal fitness and modifying a regular workout routine to target areas of weakness.
B. Students will design and critique a personal fitness plan, from established goals, that applies the five fitness components and the principles of training (specificity, overload, and progression).	Students can list exercises that may be helpful in a fitness plan and recall principles of training.	Students can recognize exercises needed in a fitness plan and include the principles of training.	Students can design and critique their personal fitness plan to address the five components of fitness and apply principles of training.	Students can analyze their overall fitness level and modify exercises to a higher level of intensity while addressing the five components of fitness and 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 support their personal fitness plan.	Students can explain which choices are the best matches for their fitness plan and based on the 5 health related fitness components.	Students can assess physical activities that correlate to their personal fitness plan in relation to the 5 health-related fitness components.	Students can prove how their physical activity choices support their fitness plan and reflect the 5 health-related fitness components.
D. Students will explain how the physiological response to regular participation in physical activity is beneficial to their physical, mental, emotional, and social well-being.	Students can select physical activities that will benefit their overall well-being.	Students can relate how participation in physical activity is beneficial to their well-being.	Students can appraise how physical activity benefits my overall well-being.	Students can create and critique a personal fitness plan that helps them maintain an overall sense of well-being.

Physical Education Graduation Competencies Scoring Criteria

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 demonstrate collaborative skills while participating in physical activities by giving feedback, accepting feedback, and including peers.	Students can list collaborative skills used while participating in physical activities.	Students can explain how to interact with peers in a safe and respectful way.	Students can apply positive interpersonal skills while giving and receiving feedback.	Students can analyze their interpersonal skills and implement a plan to maximize them.
B. Students will demonstrate responsible and ethical personal behavior while participating in physical activities.	Students can recognize responsible and ethical personal behavior while participating in physical activities.	Students can show responsible and ethical personal behavior while participating in physical activities.	Students can assess responsible and ethical personal behavior while participating in physical activities.	Students can apply responsible and ethical behavior while participating in physical activities, and during instruction.
C. Students will predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environmental modifications can impact safety.	Students list etiquette, rules and safety considerations that may impact safety.	Students can describe how etiquette, rules and environmental modifications impact safety during games/activities.	Students can cite evidence supporting ways in which etiquette/safety rules and environmental modifications impact safety during games/activities and foster productive participation.	Students can analyze how the pros of etiquette/safety rules and environmental modifications improve games/activities while fostering productive participation and safety, along with the cons of not having established etiquette/safety.