

Health Education and Physical Education

Sample Graduation Competencies and Performance Indicators

These standards and performance indicators were developed with guidance from the Connecticut Common Core of Learning.

Physical Education Graduation Competency 1

MOVEMENT/MOTOR SKILLS AND KNOWLEDGE

Demonstrate the skills and knowledge necessary to participate in a variety of physical activities. (CCL PEA)

Fifth-Grade Performance Indicators

- A. Demonstrate the following movements: those that change the center of gravity and line of gravity during dynamic balance; those that show how increasing speed and mass can change the force of an object; those that show how changing body position absorbs force and decreases the risk of injury.
- B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level, or pathway.
- C. Identify the skill-related fitness components of balance, coordination, agility, and speed.
- D. Describe why practice is important to skill improvement.

Eighth-Grade Performance Indicators

- A. Apply the following principles of stability and force to change their motion and the motion of objects during skill practice: principle of opposition; how the point of contact and the point of release changes an object's path; lifts and actions that decrease the risk of injury.
- B. Demonstrate correct technique for motor and manipulative skills and combine both skills during drills or modified games/physical activities.
- C. Describe the following skill-related fitness components: balance, coordination, agility, and speed.
- D. Explain how specific, positive and correct feedback affect skill performance.

High School Performance Indicators

- A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
- B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.
- C. Explain the relationship of fitness skill components to specialized movement skills.
- D. Design appropriate practice sessions, utilizing fundamental movement skills to improve performance.

Physical Education Graduation Competency 2

MAINTAIN A HEALTHY LIFESTYLE

Establish and maintain a healthy lifestyle to promote individual wellness and throughout life. (CCL PEB)

Fifth-Grade Performance Indicators

- A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time.
- B. Describe and give examples of the five health-related fitness components.
- C. Participate in physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition.

Eighth-Grade Performance Indicators

- A. Participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals.
- B. Design a fitness program from established goals which address the five health-related fitness components and applies the frequency, intensity, time, and type (FITT) guidelines.
- C. Participate in physical activities that address personal fitness goals for the five health-related fitness components.

High School Performance Indicators

- A. Participate in a health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.
- B. 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. Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.

Physical Education Graduation Competency 3

EFFECTS OF PHYSICAL ACTIVITY

Understand the effects of physical activity on one's mind and body. (CCL PEC)

Fifth-Grade Performance Indicators

- A. Identify physical and mental benefits and bodily responses related to regular participation in physical activity.

Eighth-Grade Performance Indicators

- A. Describe physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

High School Performance Indicators

- B. Explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

Physical Education Graduation Competency 4

INTERPERSONAL SKILLS

Demonstrate interpersonal skills and exhibit positive character traits during physical activity. (CCL PED)

Fifth-Grade Performance Indicators

Eighth-Grade Performance Indicators

High School Performance Indicators

- B. Demonstrate the following cooperative skills while participating in physical activities: active listening; getting along with others; accepting responsibility for personal behavior.
- C. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities.
- D. Describe safety rules and rules of play for games/physical activities.

- B. Demonstrate the following cooperative and inclusive skills while participating in physical activities: teamwork; appropriate response to peer pressure; managing conflict; respectful engagement of peers in activities.
- C. Demonstrate responsible personal behaviors while participating in physical activities.
- D. Describe game/physical activity rules and safety rules and their purposes, reasons for modifying those rules, and possible risks associated with specific games/physical activities.

- A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities.
- B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
- C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environmental modifications can impact safety.