

K-12 Physical Education

# Overview



#### K-12 Physical Education

Ohio's physical education academic content standards provide clear, rigorous expectations for all students in kindergarten through 12<sup>th</sup> grade. Physical education is a critical component of a complete education. Beyond the physical benefits, quality physical education has been linked to cognitive, affective and quality of life benefits for students at elementary, middle and high school levels.

The six National Association for Sport and Physical Education (NASPE) standards were adopted by the State Board of Education in December 2007. These standards represent physical education content that all students should know and be able to do as they progress through a kindergarten through grade 12 program.

Content Standards: Standard 1: Demonstrates competency in motor skill and movement patterns needed to perform a variety of physical activities.

> Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self expression and/or social interaction.

The six standards are interrelated and should be viewed holistically – each standard contributing to a comprehensive physical education program.

Success in meeting the expectations of physical education standards depends on students' opportunities to receive instruction on a regular basis and to engage in active participation in physical activity both inside and outside of an academic setting. Providing ample time to be physically active will contribute to overall wellbeing.

At the end of high school, all students should be equipped to sustain healthy, energetic lifestyles and engage in enjoyable, meaningful free-time pursuits.



# The Development of Academic Content Standards

Amended Substitute House Bill 119, effective June 30, 2007, required the State Board of Education to adopt standards for physical education. It also required the Ohio Department of Education to hire a coordinator of physical education. The final part of this bill required all school districts, community schools and chartered nonpublic schools to report the number of minutes and classes per week of physical education for students in grades K-8 during the 2006-2007 and 2007-2008 school years.

The first step taken in the development of standards was to convene an advisory committee. The charge of the committee was to address critical and unique issues related to physical education, and develop consistency of language and a working framework for writing team members to use during the construction process. The members of the committee consisted of curriculum directors, university faculty, public educators and a physician.

The writing team consisted of representatives from a variety of regions throughout Ohio. This included kindergarten through grade 12 educators in both public and private education institutions. Along with K-12 educators and higher education faculty, business and parent representatives were on the committee.

As the writing team completed major drafts of the academic content standards, periods of public engagement and rigorous review were conducted. Focus group meetings and Web-based feedback allowed stakeholders to express their opinions. The writing team reviewed the public feedback and revised the standards accordingly. The academic content standards presented to the State Board of Education for adoption reflect the final recommendations produced through this writing process. The standards include benchmarks that serve as checkpoints at grade-bands and grade-level indicators of progress for kindergarten through grade 12.



### Academic Content Standards Timeline for Development

Physical Education	
November 2007	Intent to adopt National Association for Sport and Physical Education (NASPE)
December 2007	State Board adopts NASPE standard statements
January 2008	Selection of Advisory Committee of stakeholders
February 2008	Selection of Writing Team members
February-April 2008	Advisory Committee meetings
June-October 2008	Write draft grade-band benchmarks and grade-level indicators
October 2008	Prepare standards for focus groups and public engagement
November-December 2008	Focus groups and online public engagement of standards
January 2009	Revision of draft document using focus group and online feedback input
February-March 2009	Prepare document for State Board review
April-May 2009	Intent to adopt benchmarks and indicators
June 2009	State Board adopts benchmarks and indicators



# Physical Education Advisory Committee and Writing Team

The Ohio Department of Education expresses appreciation and gratitude to the advisory committee and writing team that contributed expertise and time to the development of Ohio's physical education academic content standards. Many hours were devoted to thoughtful consideration of issues to ensure that the standards reflect best practices in physical education. Advisory committee and writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high-quality physical education for all Ohio students.

#### **Physical Education Academic Content Standards Advisory Committee**

Diane B. Barnes Columbus Public Schools Physical Education Coordinator

Ginger A. Hemsworth Lakota Local Schools Public Elementary Teacher

Rhonda Hovatter Ohio University Higher Education Faculty

Kevin M. Lorson Wright State University Higher Education Faculty

Robert D. Murray, MD Nationwide Children's Hospital Center for Healthy Weight and Nutrition Physician/Director

Celia L. Regimbal The University of Toledo Higher Education Faculty James E. Cook
Midwest District of the American
Alliance for Health, Physical Education,
Recreation and Dance
Executive Director

Jennifer Faison Hodge Capital University Higher Education Faculty

Cal E. Long Cleveland Metropolitan Schools Director, Health and Physical Education

Cynthia L. Meyer Shaker Heights City Schools Curriculum Facilitator

Kevin R. O'Brien Yellow Springs Exempted Village Public Secondary Teacher

Alvin B. Stephens, II Toledo Public Schools Director, Physical Education

#### **Physical Education Academic Content Standards Writing Team**

Garry R. Bowyer Miami University

**Higher Education Faculty** 

Brock M. Evans

Mount Vernon City Schools

Public Elementary Teacher

Claudia W. Grimes

Akron Public Schools

Public Elementary Teacher/Coordinator

Kevin M. Lorson

Wright State University

**Higher Education Faculty** 

Cynthia L. Meyer

Shaker Heights City Schools

Curriculum Facilitator

Jodi R. Palmer

Upper Arlington City Schools Public Elementary Teacher/

K-12 Teacher Leader

Marni E. Rhoads

American Heart Association

**Business Representative** 

Alexa M. Robinson-O'Neill

**Balance Fitness Training** 

Parent and Strength and

Conditioning Specialist/

Personal Trainer

Connie S. Collier Kent State University

Higher Education Faculty

Joan M. Funk

Notre Dame Academy

Non-Public Secondary Teacher

Lynn A. Laing

Warren Local Schools

Public School Teacher of Grades K-8

Melissa L. McCarthy

**Bexley City Schools** 

Public Elementary Teacher

Steve A. Mitchell

Kent State University

**Higher Education Faculty** 

Celia L. Regimbal

The University of Toledo

**Higher Education Faculty** 

Bakara O. Robinson

**Bedford City Schools** 

Public Middle School Teacher

The Physical Education Team thanks the following Department staff members for their contributions to the development of the Physical Education Academic Content Standards: Teresa Cole, Charlotte Dancy, Vicky Kelly and Jamie McClary in the Office of Curriculum and Instruction; Claire Ho in the Project Management Office; Lisa Simpson in the Office of Literacy; and Carol Kuhman in the Office of Communications.



# Ohio's Physical Education Standards National Association for Sport and Physical Education<sup>1</sup>

# Standard 1: Demonstrates competency in motor skill and movement patterns needed to perform a variety of physical activities.

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in increasingly complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical actives.

# Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training.

<sup>&</sup>lt;sup>1</sup> Moving into the Future: National Standards for Physical Education, 2<sup>nd</sup> Edition (2004) reprinted with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.

Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students' independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones.

#### Standard 3: Participates regularly in physical activity.

The intent of this standard is establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health.

#### Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components included cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for improvement of students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the ways each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve health-related levels of fitness.

## Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interactions. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decisionmaking processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

## Standard 6: Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.