

Ohio's Learning Standards for Physical Education

The *Ohio Learning Standards for Physical Education* outline what students should know and be able to do in physical education. Ohio hopes to adopt or adapt the *SHAPE America National Physical Education Standards*¹ below.

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

GRADEBAND PERFORMANCE INDICATORS

GRADES K-2

- 1.2.1** Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.2** Demonstrates jumping and landing in a non-dynamic environment.
- 1.2.3** Demonstrates transferring weight on multiple body parts.
- 1.2.4** Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.5** Demonstrates balancing on different body parts in a non-dynamic environment.
- 1.2.6** Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
- 1.2.7** Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
- 1.2.8** Demonstrates catching in a variety of non-dynamic practice tasks.
- 1.2.9** Demonstrates throwing in a variety of non-dynamic practice tasks.
- 1.2.10** Demonstrates kicking a ball in a variety of non-dynamic practice tasks.
- 1.2.11** Demonstrate dribbling with feet in a variety of non-dynamic practice tasks.
- 1.2.12** Demonstrates striking with hands in a variety of non-dynamic practice tasks.
- 1.2.13** Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks.
- 1.2.14** Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
- 1.2.15** Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.
- 1.2.16** Demonstrates jumping rope in a non-dynamic environment.
- 1.2.17** Demonstrates water safety skills. If a pool facility is available demonstrates water safety and basic swimming skills.

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GRADES 3-5

- 1.5.1** Combines varied locomotor skills in a variety of practice tasks.
- 1.5.2** Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.
- 1.5.3** Demonstrates rolling with the body in a non-dynamic environment.
- 1.5.4** Combines jumping/landing, rolling, balancing, and transfer of weight from feet to hands in a non-dynamic environment.
- 1.5.5** Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.
- 1.5.6** Demonstrates jumping rope in a variety of practice tasks.
- 1.5.7** Demonstrates jumping and landing in a non-dynamic environment.
- 1.5.8** Demonstrates balancing on different body parts in a non-dynamic environment.
- 1.5.9** Demonstrates rolling a ball in a non-dynamic environment.
- 1.5.10** Demonstrates throwing in a variety of practice tasks.
- 1.5.11** Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 1.5.12** Demonstrates catching in a variety of practice tasks.
- 1.5.13** Demonstrates striking with hands above waist in a variety of practice tasks.
- 1.5.14** Demonstrates striking with hands below waist in a variety of practice tasks.
- 1.5.15** Demonstrates serving an object in a non-dynamic environment.
- 1.5.16** Demonstrates striking an object with a short-handled implement in a variety of practice tasks.
- 1.5.17** Demonstrates sending and receiving an object in a variety of practice tasks.
- 1.5.18** Demonstrates kicking a ball using the instep in a variety of practice tasks.
- 1.5.19** Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.
- 1.5.20** Demonstrates dribbling with feet in a variety of practice tasks.
- 1.5.21** Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.
- 1.5.22** Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.

GRADES 6-8

- 1.8.1** Demonstrates correct technique in a variety of outdoor activities.
- 1.8.2** Demonstrates movement sequences within varied dance forms.
- 1.8.3** Demonstrates appropriate form in a variety of health-related fitness activities.
- 1.8.4** Demonstrates appropriate form in a variety of skill-related fitness activities.
- 1.8.5** Demonstrates a striking motion with a long-handled implement.
- 1.8.6** Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games.
- 1.8.7** Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games.
- 1.8.8** Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games.
- 1.8.9** Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.
- 1.8.10** Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.

- 1.8.11** Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games.
- 1.8.12** Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games.
- 1.8.13** Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games.
- 1.8.14** Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games
- 1.8.15** Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.
- 1.8.16** Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games.
- 1.8.17** Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games.
- 1.8.18** Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).
- 1.8.19** Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.
- 1.8.20** Demonstrates water safety skills. If a pool facility is available demonstrates water safety and basic swimming skills.

GRADES 9-12

- 1.12.1** Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.2** Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
- 1.12.3** Demonstrates activity-specific movement skills in a variety of outdoor pursuits.
- 1.12.4** Demonstrates and creates movement sequences based on one or more forms of dance.
- 1.12.5** Demonstrates appropriate technique in cardiovascular training.
- 1.12.6** Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7** Demonstrates appropriate technique in flexibility training.
- 1.12.8** Demonstrates appropriate technique in skill-related fitness training.
- 1.12.9** Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

GRADE-SPAN PERFORMANCE INDICATORS

GRADES K-2

- 2.2.1** Recognizes personal space and where to move in general space.
- 2.2.2** Identifies simple strategies in chasing and fleeing activities.
- 2.2.3** Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.
- 2.2.4** Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
- 2.2.5** Demonstrates knowledge of non-locomotor, locomotor, and movement concepts used in dance and rhythms.
- 2.2.6** Identifies physical activities that contribute to fitness.
- 2.2.7** Recognizes the importance of stretching before and after physical activity.
- 2.2.8** Identifies the heart as a muscle that gets stronger with physical activity.
- 2.2.9** Recognizes that regular physical activity is good for their health.
- 2.2.10** Recognizes physiological changes in their body during physical activities.
- 2.2.11** Recognizes food and hydration choices that provide energy for physical activity.
- 2.2.12** Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

GRADES 3-5

- 2.5.1** Applies movement concepts and strategies for safe movement within dynamic environments.
- 2.5.2** Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.
- 2.5.3** Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.
- 2.5.4** Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 2.5.5** Demonstrates problem-solving strategies in a variety of games/activities.
- 2.5.6** Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.
- 2.5.7** Defines and provides examples of movement activities for developing the health-related fitness components.
- 2.5.8** Establishes goals related to enhancing fitness development
- 2.5.9** Defines and explains how to implement the FITT Principle for skill or fitness development.
- 2.5.10** Defines and provides examples of movement activities for developing the skill-related fitness components.
- 2.5.11** Identifies the need for warm-up & cool-down relative to various physical activities.
- 2.5.12** Identifies location of pulse and provides examples of activities that increase heart rate.
- 2.5.13** Explains the benefits of physical activity.

- 2.5.14** Recognizes and explains how physical activity influences physiological changes in their body.
- 2.5.15** Recognizes the critical elements that contribute to proper execution of a skill.
- 2.5.16** Identifies technology tools that support physical activity goals
- 2.5.17** Describes the impact of food and hydration choices on physical activity.
- 2.5.18** Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

GRADES 6-8

- 2.8.1** Identifies the effective use of movement concepts within multiple dynamic environments.
- 2.8.2** Demonstrates knowledge of offensive tactics to create space with movement in invasion games
- 2.8.3** Demonstrates knowledge of reducing open space with movement and denial in invasion games.
- 2.8.4** Selects and applies the appropriate shot and technique in net and wall games
- 2.8.5** Demonstrates knowledge of offensive tactics in striking and fielding games.
- 2.8.6** Demonstrates knowledge of defensive positioning tactics in striking and fielding games
- 2.8.7** Demonstrates problem-solving skills in a variety of games and activities.
- 2.8.8** Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities.
- 2.8.9** Identifies and compares the components of health and skill-related fitness.
- 2.8.10** Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment.
- 2.8.11** Implements the principles of exercise (FITT, progression, overload, and specificity) for different types of physical activity.
- 2.8.12** Applies knowledge of skill-related fitness to different types of physical activity.
- 2.8.13** Explains the relationship of aerobic fitness and RPE Scale to physical activity effort.
- 2.8.14** Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities.
- 2.8.15** Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness.
- 2.8.16** Identifies ways to be physically active.
- 2.8.17** Examines how rest impacts the body's response to physical activity.
- 2.8.18** Analyzes skill performance by identifying critical elements.
- 2.8.19** Evaluates usefulness of technology tools to support physical activity and fitness goals.
- 2.8.20** Explains the relationships among nutrition, physical activity, and health factors.
- 2.8.21** Demonstrates knowledge of safety protocols in teacher-selected outdoor activities.
- 2.8.22** Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

GRADES 9-12

- 2.12.1** Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.2** Demonstrates knowledge of tactics and strategies within recreational & backyard games.
- 2.12.3** Demonstrates knowledge of tactics and strategies within outdoor pursuits.
- 2.12.4** Applies knowledge of movement sequences to create or participate in one or more forms of dance.
- 2.12.5** Analyzes how health and fitness will impact quality of life after high school.
- 2.12.6** Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.7** Applies the principles of exercise in a variety of self-selected lifetime physical activities.
- 2.12.8** Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.
- 2.12.9** Evaluates perceived exertion during physical activity and adjusts effort.

- 2.12.10** Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.
- 2.12.11** Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 2.12.12** Applies knowledge of rest when planning regular physical activity.
- 2.12.13** Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 2.12.14** Identifies and discusses the historical and cultural roles of games, sports, and dance in a society.
- 2.12.15** Analyzes and applies technology as tools to support a healthy, active lifestyle.
- 2.12.16** Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.
- 2.12.17** Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Standard 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

PERFORMANCE INDICATORS BY GRADE SPAN

GRADES K-2

- 3.2.1** Recognizes the feelings of others during a variety of physical activity.
- 3.2.2** Demonstrates ability to encourage others.
- 3.2.3** Uses communication skills to share space and equipment.
- 3.2.4** Responds appropriately to directions and feedback from the teacher.
- 3.2.5** Demonstrates respectful behaviors that contribute to positive social interactions in movement.
- 3.2.6** Describes why following rules are important for safety and fairness.
- 3.2.7** Makes safe choices with physical education equipment.
- 3.2.8** Discusses problems and solutions with teacher support in a physical activity setting.
- 3.2.9** Makes fair choices as directed by teacher.
- 3.2.10** Identifies and participates in physical activities representing different cultures.

GRADES 3-5

- 3.5.1** Describes the perspective of others during a variety of activities.
- 3.5.2** Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
- 3.5.3** Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
- 3.5.4** Demonstrates safe behaviors independently with limited reminders.
- 3.5.5** Solves problems independently, with partners, and in small groups.
- 3.5.6** Makes choices that are fair according to activity etiquette.
- 3.5.7** Describe physical activities that represent a variety of cultures around the world.

GRADES 6-8

- 3.8.1** Understands and accepts others' differences during a variety of physical activities.
- 3.8.2** Demonstrates consideration for others and contributes positively to the group or team.
- 3.8.3** Uses communication skills to negotiate strategies and tactics in a physical activity setting.
- 3.8.4** Implements and provides constructive feedback to and from others when prompted and supported by the teacher.
- 3.8.5** Explains the value of a specific physical activity in culture.
- 3.8.6** Demonstrates the ability to follow game rules in a variety of physical activity situations.
- 3.8.7** Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.
- 3.8.8** Solves problems amongst teammates and opponents.
- 3.8.9** Applies and respects the importance of etiquette in a physical activity setting.
- 3.8.10** Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.

GRADES 9-12

- 3.12.1** Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3** Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4** Implements and provides feedback to improve performance without prompting from teacher.
- 3.12.5** Analyzes the value of a specific physical activity in a variety of cultures.
- 3.12.6** Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7** Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8** Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

PERFORMANCE INDICATORS BY GRADE SPAN

GRADES K-2

- 4.2.1** Identifies physical activities that can meet the need for self-expression.
- 4.2.2** Identifies physical activities that can meet the need for social interaction.
- 4.2.3** Lists ways that movement positively affects personal health.
- 4.2.4** Identifies preferred physical activities based on personal interests.
- 4.2.5** Recognizes individual challenges through movement.
- 4.2.6** Sets observable short-term goals.
- 4.2.7** Recognizes movement strengths and the need for practice for individual improvement.
- 4.2.8** Recognizes the opportunity for physical activity within physical education class.
- 4.2.9** Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.
- 4.2.10** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

GRADES 3-5

- 4.5.1** Explains how preferred physical activities meet the need for personal self-expression.
- 4.5.2** Explains how preferred physical activities meet the need for social interaction.
- 4.5.3** Describes how movement positively affects personal health.
- 4.5.4** Explains the rationale for one's choices related to physical activity based on personal interests.
- 4.5.5** Recognizes group challenges through movement.
- 4.5.6** Sets observable long-term goals.
- 4.5.7** Identifies movement strengths and opportunities for practice for individual improvement.
- 4.5.8** Identifies physical activity opportunities outside of physical education class.
- 4.5.9** Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.
- 4.5.10** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

GRADES 6-8

- 4.8.1** Describes how self-expression impacts individual engagement in physical activity.
- 4.8.2** Describes how social interaction impacts individual engagement in physical activity.
- 4.8.3** Participates in a variety of physical activities that can positively affect personal health.
- 4.8.4** Connects how choice and personal interests impact individual engagement in physical activity.
- 4.8.5** Examines individual and group challenges through movement.
- 4.8.6** Sets goals to participate in physical activities based on examining individual ability.
- 4.8.7** Examines opportunities and barriers to participating in physical activity outside of physical education class.
- 4.8.8** Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.
- 4.8.9** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

GRADES 9-12

- 4.12.1** Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
- 4.12.2** Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3** Identifies and participates in physical activity that positively affects health.
- 4.12.4** Chooses and participates in physical activity based on personal interests.
- 4.12.5** Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6** Sets and develops movement goals related to personal interests.
- 4.12.7** Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.8** Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.