

K-12 Physical Education

# Philosophy and Guiding Principles



### Philosophy and Guiding Principles

Ohio's Physical Education content standards serve as a basis for what all students should know, value, and be able to do by the time they have graduated from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio educators with a set of common expectations from which to develop Physical Education curriculum.

### Philosophy of Ohio's Physical Education Academic Content Standards

Physical education teaches students the importance and value of a physically activity lifestyle. There are a variety of benefits gained through physical education. Personal health, social skills, self-esteem, motor skills and knowledge base are areas that can be positively impacted. The philosophy of the physical education academic content standards is to ensure all Ohio students understand and use the acquired knowledge from physical education and apply it to daily life to:

- Develop the ability to make informed and reasoned decisions to live a healthful lifestyle;
- Cultivate a true appreciation for the content;
- Prepare to be physically active members of a diverse society;
- Be equipped with the knowledge and skills to be physically active over the course of the lifespan;
- Value physical activity and its contribution to a healthful lifestyle;
- Foster joy in movement, an enthusiasm for physical activity and the development of skilled performance;
- Pursue a lifetime of healthful physical activity;
- Encourage adoption of appropriate behaviors that will lead to healthy, active lifestyles.

# **Guiding Principles for Ohio's Physical Education Academic Content Standards**

Ohio's physical education academic content standards:

- Align with national (NASPE) physical education standards and reflect evidence-based research;
- Represent a state and national consensus on what constitutes appropriate K-12 physical education learning outcomes;

- Guide the development of kindergarten through 12 district physical education curricula and instructional programs;
- Set high expectations for teachers to develop instructional materials that enable all students to achieve the standards;
- Set high expectations for student learning in the psychomotor, cognitive and affective domains;
- Reflect an essential and unique contribution to the overall education of students;
- Serve as the foundational concepts and skills needed for a healthful lifestyle;
- Set high expectations for physical education proficiency for all students;
- Model important progression across grade-levels through well-articulated benchmarks and grade-level indicators with a student centered approach;
- Provide opportunities to learn with meaningful content and be developmentally fitting with proper instruction by qualified and licensed teachers;
- Incorporate current and suitable practices;
- Provide opportunities for physical education teachers to integrate content with other subject matter to contribute to an interdisciplinary school curriculum;
- Connect what is done in the physical education class with the lives of students outside the classroom;
- Represent content that provides quality instruction in physical education;
- Provide culturally pertinent opportunities;
- Incorporate the appropriate use of multimedia technology to facilitate learning for all students;
- Serve as the basis for district and classroom assessments.

### **Background**

In 2007, Senate Bill 118 was introduced to address reforms in physical education. Three parts of SB118 were included in the state's FY08-09 operating budget (House Bill 119). Amended Substitute House Bill 119 required:

- The State Board of Education to adopt either the latest National Association of Sport and Physical Education (NASPE) standards or its own standards for physical education in grades K-12 by December 31, 2007;
- The Ohio Department of Education (ODE) to employ a full-time physical education coordinator by October 31, 2007;
- All school districts, community school and chartered nonpublic school to report the number of minutes and classes per week of physical education for students in grades K-8 during the 2006-2007 and scheduled for 2007-2008 school year by October 31, 2007.

In December 2007, the State Board of Education adopted the NASPE standards and a plan to develop Ohio-specific benchmarks and indicators.

### **Notes for the Reader**

This document serves a guide for teachers, administrators, parents and other stakeholders in the process of curriculum design. Its intent is to provide the basis for identifying and sequencing K-12 learning outcomes in Physical Education, across all standards. The reader should note several points:

- 1. The amount of content covered in the benchmarks and indicators assumes a daily physical education program. Where this is not the case, teachers and curriculum designers must make decisions about content to be included and excluded from physical education programs.
- 2. A glossary is provided to ensure consistent interpretation of terms.
- 3. Relative to specific standards:
  - a. Fitness content is confined to standard 4, though the writing team acknowledges that it could also quite appropriately be included in standards 1 and/or 2.
  - b. There is repetition of outcomes in standard 1 across grade levels at the high school level. This recognizes that as students reach their ceilings of ability, they might seek to apply skills across a broad range of activities depending on preference.



### Physical Education for All

The Ohio Department of Education believes that Ohio's academic content standards are for all students. Clearly defined standards delineate what all children, college- and career-bound, should know and be able to do as they progress through the grade levels. Well-defined standards ensure that parents, teachers and administrators will be able to monitor students' development. Students, as stakeholders in their own learning, will be capable of tracking their own learning.

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, learning or physical disability or giftedness, shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students with disabilities shall have Individual Education Plans aligned with the standards. Students with disabilities are first and foremost students of the regular curriculum, yet they may require specific supports and interventions to progress in the curriculum. These adaptations are not intended to compromise the content standards. Rather, adaptations provide students with disabilities the opportunity to maximize their strengths, compensate for their learning difficulties and participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

Students with limited English proficiency (LEP) also may need specific supports and adaptive instructional delivery to achieve Ohio's academic content standards. An instructional delivery plan for a student with LEP needs to take into account the student's level of English language proficiency as well as his or her cultural experiences.

All children shall be provided adjustments when necessary to address their individual needs. Identifying and nurturing their talents will enable all students to reach the standards. The Department encourages school districts to align their programs with the standards to ensure that all of Ohio's students reach their full potential.