

## Ohio Physical Education Standards and Benchmarks

*(Student must complete PE Benchmark Evaluations)*

<b>Standard 1:</b> Demonstrates competency in a variety of motor skills and movement patterns.			
<b>Benchmark A:</b> Demonstrate combined movement skills and patterns in authentic settings.			
Topic Area	Combined Movement Skills and Patterns	Activity	Assessment/Evidence And Data for Evaluation
<b>***Select at least one topic area and complete all components of the area***</b>			
<b>Dance</b>	Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence with the music or rhythm as an individual or with a partner or group in a performance setting		
	Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (e.g., line, hip-hop, aerobic, square, jazz, tap, modern, ballet, interpretive, folk, social, African American cultural).		
<b>Fitness</b>	Demonstrate consistency in individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).		
	Demonstrate competent performance of individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).		
<b>Individual Activity</b>	Demonstrate consistency in performing individual specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities, track and field).		
	Demonstrate competent performance of individual specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics).		

<b>Benchmark B:</b> Demonstrate specialized manipulative skills in a variety of settings.			
<b>***Select at least one topic area and complete all components of the area***</b>			
<b>Topic Area</b>	<b>Specialized Skill Performance</b>	<b>Activity</b>	<b>Assessment/Evidence And Data for Evaluation</b>
Invasion Game	Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.		
	Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).		
Net/Wall Game	Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.		
	Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net-wall games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).		
Striking/Fielding Game	Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.		
	Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).		
Target Game	Demonstrate competent skill performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.		
	Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).		

<b>Standard 2:</b> Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
<b>Benchmark A:</b> Apply knowledge of tactical concepts and strategies in authentic settings.		
<b>***Complete all 3 components***</b>		
Strategies and Tactics	Activity	Assessment/Evidence And Data for Evaluation
Apply tactics to participate successfully in full-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).		
Implement effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).		
Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).		
<b>Benchmark B:</b> Apply biomechanical principles to performance in authentic settings.		
<b>***Complete all 3 components***</b>		
Principles and Critical Elements	Activity	Assessment/Evidence And Data for Evaluation
Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.		
Analyze and evaluate performance of self and others across multiple movement forms.		
Use information from a variety of sources to design a plan to improve performance.		

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Benchmark A:** Develops a current and lifetime physical activity plan.

**\*\*\*Complete all 3 components\*\*\***

<b>Identify and Analyze Physical Activity</b>	<b>Activity</b>	<b>Assessment/Evidence And Data for Evaluation</b>
Identify current and future physical activity opportunities along with barriers and helpers to being physically active.		
Analyze community physical activity opportunities for quality, accessibility and availability.		
Create a lifetime physical activity plan to meet adult physical activity needs.		

**Benchmark B:** Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.

**\*\*\*Complete all 6 components\*\*\***

<b>Health-related fitness and healthy choice concepts, analysis, and planning</b>	<b>Activity</b>	<b>Assessment/Evidence And Data for Evaluation</b>
Analyze and apply technology and social media tools to support fitness and physical activity.		
Develop a cardiorespiratory endurance plan that identifies activities and applies fitness principles to improve or maintain.		
Develop a muscular strength and endurance plan that identifies activities and applies fitness principles to improve or maintain.		
Develop a flexibility plan that identifies activities and applies fitness principles to improve or maintain flexibility.		
Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness for a college-age student or adult.		
Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.		

<b>Standard 4:</b> Exhibits responsible personal and social behavior that respects self and others.		
<b>Benchmark A:</b> Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.		
<b>***Complete all 4 components***</b>		
<b>Safety and Self-Direction</b>	<b>Activity</b>	<b>Assessment/Evidence And Data for Evaluation</b>
Contribute to the development and maintenance of rules that provide for safe participation in physical activities.		
Recognize unsafe conditions in an athletic venue and independently take steps to correct them.		
Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).		
Demonstrate self-direction in a variety of physical activities and try out new or different tasks or challenges.		
<b>Benchmark B:</b> Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.		
<b>***Complete all 3 components***</b>		
<b>Communication and Social Responsibility</b>	<b>Activity</b>	<b>Assessment/Evidence And Data for Evaluation</b>
Encourage appropriate cooperative and socially responsible behavior of participants and audience.		
Modify group activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.		
Accept decisions made by the designated official and respond to winning or losing with dignity and respect.		

<b>Standard 5:</b> Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
<b>Benchmark A:</b> Analyzes the activity to identify specific physical, mental and social health benefits.		
<b>***Complete all 3 components***</b>		
<b>Advocacy- Health Reasons to be physically active</b>	<b>Activity</b>	<b>Assessment/Evidence And Data for Evaluation</b>
Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.		
Analyze the impact of a specific physical activity on emotional health.		
Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.		
<b>Benchmark B:</b> Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.		
<b>***Complete all 4 components***</b>		
<b>Advocacy- Values physical activity through various means</b>	<b>Activity</b>	<b>Assessment/Evidence And Data for Evaluation</b>
Articulate reasons to participate in specific physical activities that would be enjoyable as lifetime pursuits with a clear message about the reasons and effectively encourage others to participate in the activity.		
Identify the feelings that come with the challenge of learning a new physical activity.		
Research and identify options/ways for people to participate in the physical activity now and throughout their lives.		
Describe the social benefits of participating in a selected lifetime physical activity.		