**Ohio Physical Education Standards and Benchmarks**

*(Student must complete PE Benchmark Evaluations)*

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| **Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. |
| **Benchmark A:** Demonstrate combined movement skills and patterns in authentic settings. |
| **Topic Area** | **Combined Movement****Skills and Patterns** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| **\*\*\*Select at least one topic area and complete all components of the area\*\*\*** |
| Dance | 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). |  |  |
| Fitness | 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). |  |  |
| Individual Activity | 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). |  |  |

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| **Benchmark B:** Demonstrate specialized manipulative skills in a variety of settings. |
| **\*\*\*Select at least one topic area and complete all components of the area\*\*\*** |
| **Topic Area** | **Specialized Skill****Performance** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| 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). |  |  |

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| **Standard 2:** Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. |
| **Benchmark A:** Apply knowledge of tactical concepts and strategies in authentic settings. |
| **\*\*\*Complete all 3 components\*\*\*** |
| **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). |  |  |
| **Benchmark B:** Apply biomechanical principles to performance in authentic settings. |
| **\*\*\*Complete all 3 components\*\*\*** |
| **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. |  |  |

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| **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\*\*\*** |
| **Identify and Analyze Physical Activity** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| 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\*\*\*** |
| **Health-related fitness and healthy choice concepts, analysis, and planning** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| 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. |  |  |

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| **Standard 4:** Exhibits responsible personal and social behavior that respects self and others. |
| **Benchmark A:** Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings. |
| **\*\*\*Complete all 4 components\*\*\*** |
| **Safety and** **Self-Direction** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| 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. |  |  |
| **Benchmark B:** Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings. |
| **\*\*\*Complete all 3 components\*\*\*** |
| **Communication and****Social Responsibility** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| 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. |  |  |

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| **Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. |
| **Benchmark A:** Analyzes the activity to identify specific physical, mental and social health benefits. |
| **\*\*\*Complete all 3 components\*\*\*** |
| **Advocacy- Health Reasons to be physically active** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| 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. |  |  |
| **Benchmark B:** Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity. |
| **\*\*\*Complete all 4 components\*\*\*** |
| **Advocacy- Values physical activity through various means** | **Activity** | **Assessment/Evidence****And Data for Evaluation** |
| 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. |  |  |