

## Ohio's Credit Flexibility Plan

Senate Bill 311 (the Ohio Core legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of this global and technological age. Among its provisions, it included a requirement that the State Board of Education adopt a plan by March 31, 2009, that enables “students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.” School districts, community schools and chartered nonpublic schools “shall comply” with the provisions of the plan, phasing in its provisions during the 2009-10 school year.

Ohio's plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject and allow tailoring of learning time and/or conditions. These are ways in which aspects of learning can be customized around student interests and needs.

Students may earn credits by:

- Completing coursework;
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more educational options (e.g., distance learning, educational travel, independent study, internships, music, arts, after-school/tutorial programs, community service or other engagement projects and sports).

Credit flexibility is intended to motivate and increase student learning by allowing:

- Access to more learning resources, especially real-world experiences;
- Customization around individual student needs; and
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply learning or document performance.

### Physical Education and Credit Flexibility

Physical education teaches students the importance and value of physically active lifestyles. 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. By using credit flexibility plans, students can pursue individual interests while meeting state standards and local curriculum.

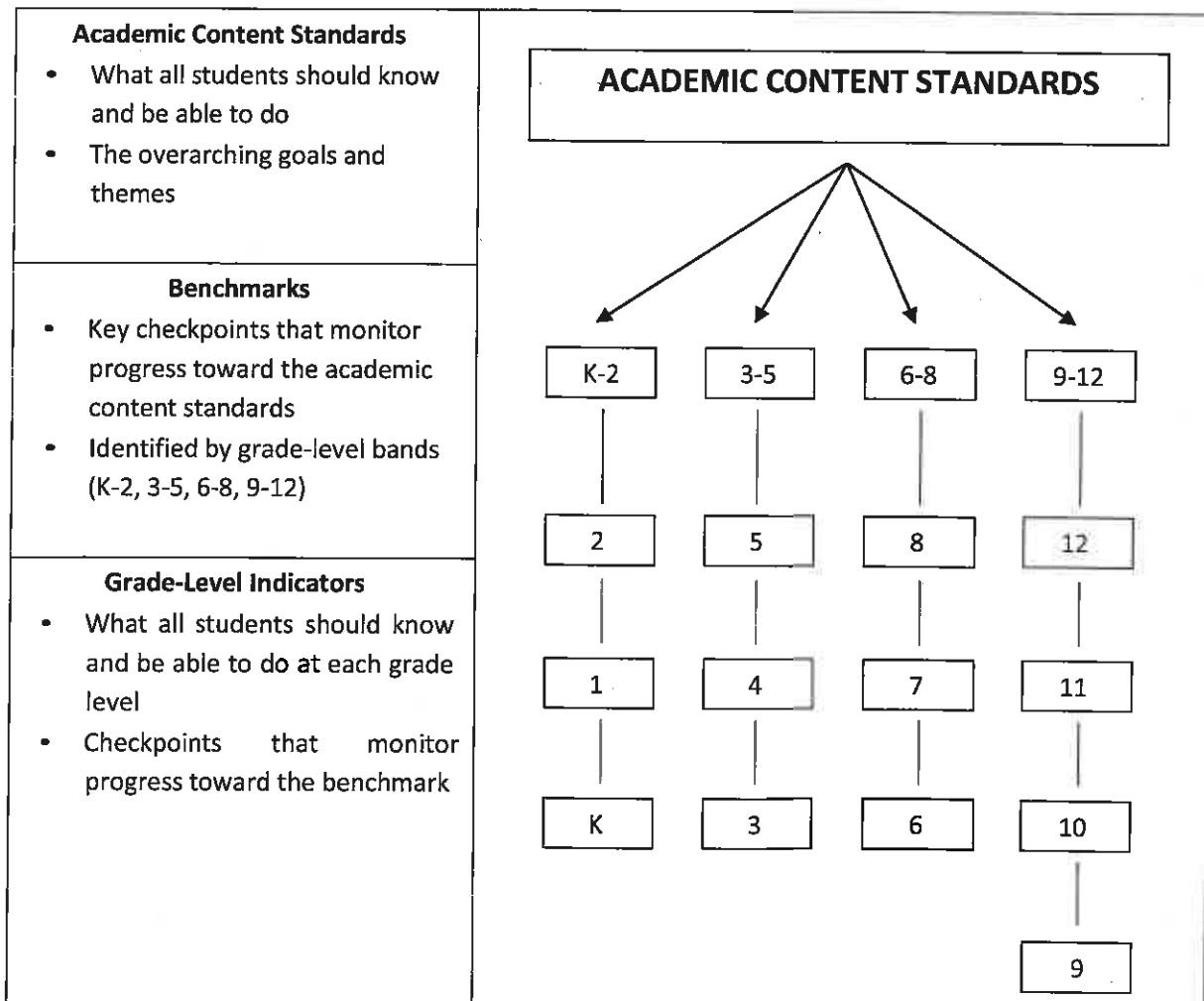
Worksheets are provided in this document to assist students with developing individual credit flexibility. The amount of content covered in the benchmarks and indicators for the Academic Content Standards for Physical Education assumes a daily physical education program.

**How to incorporate the Credit Flexibility Worksheet**

The worksheets provide state standards, benchmarks, organizers and indicators, as well as sections to record alignment with local curriculum, activities and assessment/evidence. The student will be responsible for aligning his or her plan with local curriculum as well as to the state standards, provide a description of the activity and explain how competency will be met.

For each standard, two benchmarks, A and B, are listed. The organizers describe the main theme. Indicators provide ideas to assist the student with the development of the plan that will allow success in meeting benchmarks and ultimately standards. The number of indicators will vary. The flow chart below provides further clarification of content standards, benchmarks and grade-level indicators.

**Academic Content Standards Framework  
Physical Education K-12**



The chart below provides information on how to read each section as well as where student work should be added to the document.

Standard			
Benchmark			
Organizer	Alignment with Local Curriculum	Activity	Assessment/Evidence and Data for Evaluation
Indicator	(Student Initiated)	(Student Initiated)	(Student Initiated)
Indicator	(Student Initiated)	(Student Initiated)	(Student Initiated)
Indicator	(Student Initiated)	(Student Initiated)	(Student Initiated)

### Assessment Information

It is important for students, teachers, parents and other stakeholders to know if the student is meeting the state physical education academic content standards and local curriculum. Assessment provides the means through which a student can demonstrate his or her understanding and skills in relation to state standards and local curriculum.

A comprehensive and thoughtful assessment system provides feedback with needed information about student performance. Results provide students with a way to determine what they are learning and what is needed to improve performance. Assessment results also allow an individual to reflect on the plan's effectiveness.

There are a variety of ways to assess student achievement in physical education. The following tools<sup>1</sup> can be used to assist in providing assessment. This is not a comprehensive list; rather, it is information which can help guide the development of a credit flexibility plan in the area of assessment.

- **Checklist** – A list of items for verification purposes, used to pinpoint specific actions or traits of a presentation with predetermined criteria.
- **Performance Task** – A goal-oriented evaluation, where a student will demonstrate a competency and the teacher/evaluator will review the performance on the basis of certain benchmarks (e.g., demonstration of a routine, locomotor sequence and oral report).
- **Record of Performances** – A win-loss record, fitness results, skill evaluation and other authentic data which correctly characterizes student performance.
- **Rubric** – A rating scale and record of criteria connected to learning objectives through which student comprehension, proficiency and performance can be evaluated.
- **Interview, Survey and Questionnaire** – Tools used to collect information on thinking and feelings toward a specified topic.

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<sup>1</sup> Adapted from *Physical Education Lifeline: Curriculum and Instruction Resource for Physical Education Educators*; Minnesota Department of Education, 2006

- **Journal** – A student-written account used to contemplate performances or presentations, communicate thoughts, feelings, insight and point-of-view about experiences in physical education, and provide feedback on how the student is connected with the class.
- **Log** – A generated document of involvement over a specified period of time.
- **Project** – A succession of research, design and final product, with gathered information presented for evaluation.
- **Written Test** – A set of questions or exercises assessing proficiency or ability.

## Types of Student Assessments

There are many types<sup>2</sup> of student assessments that can be used in physical education. Some types which may be helpful in the development of credit flexibility plans are in the table below.

Performance Tasks	Teacher-Generated Written Tests/Worksheets
<ul style="list-style-type: none"> <li>• Fitness assessment</li> <li>• Game play</li> <li>• Instruct a lesson</li> <li>• Interview</li> <li>• Movement sequence – dance, gymnastics, locomotor</li> <li>• Officiating a game</li> <li>• Oral report</li> <li>• Showcase</li> <li>• Warm-up routine</li> </ul>	<ul style="list-style-type: none"> <li>• Fill-in-the-blank</li> <li>• Label diagram</li> <li>• Matching</li> <li>• Multiple choice</li> <li>• Open end response</li> <li>• Rubric</li> <li>• Short answer</li> <li>• True/False</li> </ul>
Student Products – Alternative Approaches	Written Records
<ul style="list-style-type: none"> <li>• Audio/Visual</li> <li>• Audiotape</li> <li>• I-movie</li> <li>• Poster</li> <li>• Videotape</li> <li>• PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal</li> <li>• Brochure</li> <li>• Checklist</li> <li>• Newspaper (clips)</li> <li>• Personal fitness plan</li> <li>• Rating scale</li> <li>• Record of performance</li> <li>• Reflection</li> <li>• Research paper</li> <li>• Rubric</li> <li>• Student journal</li> <li>• Student log</li> <li>• Student project</li> <li>• Student survey, interview, questionnaire</li> </ul>

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<sup>2</sup> Adapted from *New Hampshire Physical Education K-12 Assessment*; New Hampshire Association for Health, Physical Education, Recreation and Dance; New Hampshire State Department of Education, 2007

## Ohio Physical Education Standards and Benchmarks

### Ninth Grade

<b>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>			
<b>Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.</b>			
<b>Combined Movement Skills and Patterns</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting.			
Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).			
Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities and track and field).			
Perform a variety of complex dance routines in small and large groups.			

<b>Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.</b>			
<b>Specialized Skill Performance</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
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 and lacrosse).			
Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).			
Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).			
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: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			
<b>Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.</b>			
<b>Strategies and Tactics</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Describe and apply tactics to participate successfully in games across multiple categories of movement forms.			
Describe effective strategies for successful performance in multiple categories of movement forms.			
Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.			
<b>Benchmark B: Apply biomechanical principles to performance in authentic settings.</b>			
<b>Principles and Critical Elements</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
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.			



<b>Standard 3: Participates regularly in physical activity.</b>			
<b>Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.</b>			
<b>Identify and Participate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Participate in moderate to vigorous physical activities.			
Participate in a variety of physical activities outside of school (exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle.			
Participate in and report on at least two available fitness and/or recreational opportunities in the community.			
<b>Benchmark B: Create and monitor a personal plan for physical activity.</b>			
<b>Monitor and Evaluate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Evaluate personal needs and set realistic goals for improving physical activity participation.			
Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.			
Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log).			
Document participation in a variety of physical activities for one month.			

<b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
<b>Benchmark A: Meet or exceed criterion-reference health-related physical fitness standards.</b>			
<b>Fitness</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Perform fitness activities using appropriate principles and practices.			
Meet criterion-referenced standards for the components of health-related fitness.			
<b>Benchmark B: Understands the principles, components and practices of health-related physical fitness.</b>			
<b>Components, Principles and Practices</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan.			
Demonstrate and report the components of health-related fitness within a personal physical activity program.			
Construct a timeline for improvement to accompany personal fitness plan.			
Define and determine target training zone and apply it to fitness and physical activities.			
Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.			

<b>Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</b>			
<b>Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</b>			
<b>Safety and Etiquette</b>	<b>Alignment with Local Curriculum</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.			
Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.			
<b>Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.</b>			
<b>Communication and Social Responsibility</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.			
Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.			
Encourage appropriate etiquette and socially responsible behavior of participants and audience.			
Accept decisions made by the designated official and respond to winning or losing with dignity and respect.			

<b>Standard 6: Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.</b>			
<b>Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment</b>			
<b>Self-Challenge and Personal Growth</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.			
Reflect on motivations and goals that determine physical activity participation.			
Appreciate enjoyment, satisfaction and benefits of regular physical activity.			
Participate in activities that provide enjoyment and challenge.			
<b>Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.</b>			
<b>Social Interaction and Self-Expression</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Describe participation factors that contribute to enjoyment and self-expression.			
Participate in physical activities that allow for self-expression and enjoyment.			
Understand that physical activity provides an opportunity for positive social interaction.			

## Ohio Physical Education Standards and Benchmarks

### Tenth Grade

<b>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>			
<b>Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.</b>			
<b>Combined Movement Skills and Patterns</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence individually and with a partner or group in a performance setting.			
Demonstrate consistency in performing specialized skills in a variety of movement forms.			
Perform a variety of complex dance routines in small and large groups.			

<b>Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.</b>			
<b>Specialized Skill Performance</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and full-sided invasion games.			
Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games.			
Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring in small-sided and/or full-sided striking and fielding games.			
Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent.			

<b>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			
<b>Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.</b>			
<b>Strategies and Tactics</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Describe and apply tactics to participate successfully in games across multiple categories of movement forms.			
Describe effective strategies for successful performance in multiple categories of movement forms.			
Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.			
<b>Benchmark B: Apply biomechanical principles to performance in authentic settings.</b>			
<b>Principles and Critical Elements</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
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.			

<b>Standard 3: Participates regularly in physical activity.</b>			
<b>Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.</b>			
<b>Identify and Participate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Participate in moderate to vigorous physical activities.			
Participate in a variety of alternative physical activities (e.g., yoga, orienteering, cycling, skating, hiking, kayaking) for maintaining or enhancing a healthy, active lifestyle.			
Participate in and report on at least two available fitness and/or recreational organizations in the community that meet personal needs and interests.			
Report on at least two available fitness and/or recreational opportunities in the community focusing on access, affordability, quality of facility, staffing, etc.			



<b>Benchmark B: Create and monitor a personal plan for physical activity.</b>			
<b>Monitor and Evaluate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor, physical activity log).			
Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.			
Keep a daily record of physical activity participation to evaluate progress in achieving personal goals.			
Document participation in a variety of physical activities for one month.			

<b>Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</b>			
<b>Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</b>			
<b>Safety and Etiquette</b>	<b>Alignment with Local Curriculum</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.			
Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.			
Identify unsafe practices and offer appropriate alternatives.			
<b>Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.</b>			
<b>Communication and Social Responsibility</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.			
Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.			
Encourage appropriate etiquette and socially responsible behavior of participants and audience.			
Accept decisions made by the designated official and respond to winning or losing with dignity and respect.			

<b>Standard 6: Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.</b>			
<b>Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment.</b>			
<b>Self-Challenge and Personal Growth</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.			
Reflect on motivations and goals that determine physical activity participation.			
Articulate reasons one activity is more enjoyable than others.			
<b>Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.</b>			
<b>Social Interaction and Self-Expression</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Describe participation factors that contribute to enjoyment and self-expression.			
Participate in physical activities that allow for self-expression and enjoyment.			
Participate in physical activities that allow for self-expression and enjoyment.			

<b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
<b>Benchmark A: Meet or exceed criterion-reference health-related physical fitness standards.</b>			
<b>Fitness</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Perform fitness activities using appropriate principles and practices.			
Meet criterion-referenced standards for the components of health-related fitness.			
<b>Benchmark B: Understands the principles, components and practices of health-related physical fitness.</b>			
<b>Components, Principles and Practices</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Evaluate a fitness self-assessment and develop an appropriate conditioning program for lifetime participation.			
Refine and report the components of health-related fitness within a personal physical activity program.			
Construct a timeline for improvement to accompany personal fitness plan.			
Define and determine target training zone within a personal physical activity program and work to improve.			
Analyze and apply the components of fitness to a personal physical activity program (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).			

## Ohio Physical Education Standards and Benchmarks

### Eleventh Grade

<b>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>			
<b>Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.</b>			
<b>Combined Movement Skills and Patterns</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Demonstrate competent performance of specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).			
Demonstrate competent performance of specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics).			
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).			

<b>Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.</b>			
<b>Specialized Skill Performance</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.			
Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.			
Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.			
Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.			

<b>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			
<b>Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.</b>			
<b>Strategies and Tactics</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Describe and apply tactics to participate successfully in games across multiple categories of movement forms.			
Describe effective strategies for successful performance in multiple categories of movement forms.			
Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.			
<b>Benchmark B: Apply biomechanical principles to performance in authentic settings.</b>			
<b>Principles and Critical Elements</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
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.			

<b>Standard 3: Participates regularly in physical activity.</b>			
<b>Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.</b>			
<b>Identify and Participate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).			
Research and report on local, state and national resources for participation in physical activity outside of physical education class (e.g., recreational/fitness facilities, dance studios, martial arts clubs, walking or cycling paths).			
Analyze and compare health and fitness benefits for participation in physical activity at two or more local, state and national resources (e.g., parks/wilderness areas, natural resources, fitness/recreational facilities).			
Analyze and compare at least two physical activity resources for participation focusing on personal needs/interests, access and affordability (e.g., exergames, media).			



<b>Benchmark B: Create and monitor a personal plan for physical activity.</b>			
<b>Monitor and Evaluate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.			
Document participation in physical activity in addition to physical education class to achieve personal goals.			
Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week.			
Document and evaluate participation in physical activity for one month.			

<b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
<b>Benchmark A: Meet or exceed criterion-reference health-related physical fitness standards.</b>			
<b>Fitness</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Perform fitness activities using appropriate principles and practices.			
Meet criterion-referenced standards for the components of health-related fitness.			

<b>Benchmark B: Understands the principles, components and practices of health-related physical fitness.</b>			
<b>Components, Principles and Practices</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.			
Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.			
Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).			
Apply the overload, specificity, progression and FITT principles to a personal fitness program.			
Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).			

<b>Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</b>			
<b>Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</b>			
<b>Safety and Etiquette</b>	<b>Alignment with Local Curriculum</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.			
Encourage others to apply appropriate etiquette in a variety of authentic physical activity settings.			
Recognize unsafe conditions in practice or play and take steps to correct them.			
<b>Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.</b>			
<b>Communication and Social Responsibility</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.			
Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.			
Encourage appropriate etiquette and socially responsible behavior of participants and audience.			
Accept decisions made by the designated official and respond to winning or losing with dignity and respect.			

<b>Standard 6: Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.</b>			
<b>Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment.</b>			
<b>Self-Challenge and Personal Growth</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Reflect on motivations and goals that determine physical activity participation.			
Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.			
Participate in activities that provide enjoyment and challenge.			
<b>Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.</b>			
<b>Social Interaction and Self-Expression</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Reflect on goals and needs related to lifetime participation in physical activity.			
Actively pursue goals and needs related to lifetime participation in physical activity.			
Select and pursue physical activities that provide opportunities for self-expression and enjoyment.			
Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.			

## Ohio Physical Education Standards and Benchmarks

### Twelfth Grade

<b>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>			
<b>Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.</b>			
<b>Combined Movement Skills and Patterns</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Demonstrate competent performance of specialized skills in health-related fitness activities.			
Demonstrate competent performance of specialized skills in select movement forms.			
Demonstrate competent performance of basic and advanced skills within current and traditional dance genres.			

<b>Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.</b>			
<b>Specialized Skill Performance</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.			
Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.			
Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.			
Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.			

<b>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			
<b>Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.</b>			
<b>Strategies and Tactics</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Describe and apply tactics to participate successfully in games across multiple categories of movement forms.			
Describe effective strategies for successful performance in multiple categories of movement forms.			
Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.			
<b>Benchmark B: Apply biomechanical principles to performance in authentic settings.</b>			
<b>Principles and Critical Elements</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
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.			



<b>Standard 3: Participates regularly in physical activity.</b>			
<b>Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.</b>			
<b>Identify and Participate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Participate in one or more local, state, national or international fitness or recreational resources (e.g., recreational/fitness facilities, dance studios, martial arts clubs, parks/wilderness areas, natural resources).			
Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).			
Research and visit at least two different available physical activity and/or recreational opportunities in the state or region.			
Analyze and compare health and fitness benefits for participation in physical activity at two or more of the physical activity and/or recreational opportunities in the state or region that were visited.			

Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media).			
<b>Benchmark B: Create and monitor a personal plan for physical activity.</b>			
<b>Monitor and Evaluate</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.			
Document participation in physical activity in addition to physical education class to achieve personal goals.			
Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week.			
Document and evaluate participation in physical activity for one month.			

<b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
<b>Benchmark A: Meet or exceed criterion-reference health-related physical fitness standards.</b>			
<b>Fitness</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Perform fitness activities using appropriate principles and practices.			
Meet criterion-referenced standards for the components of health-related fitness.			

<b>Benchmark B: Understands the principles, components and practices of health-related physical fitness.</b>			
<b>Components, Principles and Practices</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.			
Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.			
Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).			
Apply the overload, specificity, progression and FITT principles to a personal fitness program.			
Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).			

<b>Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</b>			
<b>Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</b>			
<b>Safety and Etiquette</b>	<b>Alignment with Local Curriculum</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.			
Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).			
Recognize unsafe conditions in an athletic venue and independently take steps to correct them.			

<b>Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.</b>			
<b>Communication and Social Responsibility</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.			
Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.			
Encourage appropriate etiquette and socially responsible behavior of participants and audience.			
Accept decisions made by the designated official and respond to winning or losing with dignity and respect.			

<b>Standard 6: Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.</b>			
<b>Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment.</b>			
<b>Self-Challenge, Personal Growth and Advocate for a Physically Active Lifestyle</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Analyze the physical, social, psychological benefits of participation in physical activity.			
Actively encourage others to pursue physical activities through their actions and positive experience.			
Identify individual movement and health-related skills requiring improvement.			
Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.			
Participate in and promote physical activity outside the formal educational environment for enjoyment.			

<b>Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.</b>			
<b>Social Interaction and Self-Expression</b>	<b>Alignment with Local Curriculum</b>	<b>Activity</b>	<b>Assessment/Evidence and Data for Evaluation</b>
Actively pursue goals and needs related to lifetime participation in physical activity.			
Identify participation factors in physical activities that contribute to personal enjoyment and self-expression.			
Recognize that physical activities can provide a positive social atmosphere for interaction with others.			



## References

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