Ohio Physical Education

Grades 9-12

Develops a variety of motor skills: 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. 1

A Demonstrates combined movement skills and patterns in authentic physical settings.

12.1 Demonstrates competent skills for performance in target, recreational, and backyard games, with 1.12.1

12.2 Demonstrates competent skills for performance in a variety of outdoor pursuits (e.g., rock wall, 1.12.2

12.3 Creates and performs movement sequences for one or more forms of dance. 1.12.3

B Demonstrates specialized skills in a variety of physical settings.

12.4 Demonstrates appropriate skills in health-related and skill-related fitness activities (e.g., 1.12.4

12.5 In one or more of the following: 1.12.5

a Demonstrates competent skills for performance in invasion games by maintaining 1.12.5A

b Demonstrates competent skills for performance in net/wall games by scoring and 1.12.5B

c Demonstrates competent skills for performance in striking and fielding games by scoring 1.12.5C

12.6 Performs water safety skills. If a pool facility is available, performs water safety and basic swimming skills. 1.12.6

Applies knowledge related to movement and fitness concepts: 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 stu ve mo

Skip to main content

A Applies knowledge of tactical concepts, strategies, and biomechanical principles in authentic physical activity settings.

12.1 Identifies tactics and strategies used in target, recreational, and backyard games in authentic 2.12.1

12.2 Identifies tactics and strategies used in outdoor pursuits. 2.12.2

12.3 Describes the transfer of knowledge across games categories (invasion, net/wall, striking and 2.12.3

12.4 Applies movement and skill-related concepts (e.g., reaction time, balance) and biomechanical 2.12.4

12.5 Identifies and discusses the historical and cultural roles and proper etiquette of games, sports, 2.12.5

student applies knowledge of healthrelated 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. 2

12.6 In one or more of the following: 2.12.6

- a Identifies tactics and strategies used in invasion games in authentic settings. 2.12.6A
- b Identifies tactics and strategies used in net/wall games in authentic settings. 2.12.6B
- c Identifies tactics and strategies used in striking and fielding games in authentic settings. 2.12.6C

B Applies technology and fitness knowledge to performance in authentic physical activity settings.

12.7 Analyzes how health and fitness can impact quality of life after high school. 2.12.7

12.8 Establishes a skill-related goal and creates a practice plan to improve performance when 2.12.8

12.9 Applies the principles of exercise (e.g., FITT, overload, specificity, progression) in a variety of selfselected lifetime physical activities. 2.12.9

12.10 Identifies current and future physical activity opportunities and potential barriers to being 2.12.10

12.11 Designs and implements a plan that applies knowledge of fitness training principles, including 2.12.11

12.12 Evaluates perceived exertion or heart rate during various types of physical activity and adjusts 2.12.12

12.13 Discusses the benefits of a physically active lifestyle during young adulthood and throughout the 2.12.13

12.14 Analyzes and applies technology, social media, or community physical activity opportunities 2.12.14

12.15 Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment 2.12.15

12.16 Describes water safety and basic swimming skills. 2.12.16

Develops social skills through movement: 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 de co lea

Skip to main content

A Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity 3.12.1

12.2 Exhibits respect for others, cooperation, teamwork, conflict resolution, and fair play while 3.12.2

12.3 Responds to winning and losing with respect and dignity (e.g., shaking hands, complimenting 3.12.3

12.4 Encourages and supports others through their interactions in a physical activity setting. 3.12.4

awareness, and conflict resolution in a variety of physical activity settings. 3

12.5 Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 3.12.5

B Implements principles and practices to improve performance and exhibits leadership skills.

12.6 Exhibits leadership skills when participating in a variety of physical activity settings (e.g., officiate 3.12.6

12.7 Implements and provides feedback to improve performance without prompting from teacher. 3.12.7

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

A Participates in physical activity that leads to personal benefits and self-expression and takes responsibility for one's growth.

12.1 Selects and participates in physical activities that meet the need for self-expression. 4.12.1

12.2 Selects and participates in physical activities that meet the need for social interaction. 4.12.2

12.3 Identifies physical activities and describes how they positively affect health (e.g., lowering blood 4.12.3

12.4 Analyzes and applies self-selected strategies to manage one's emotions in a physical 4.12.4

12.5 Reflects on movement experiences during physical activity to develop an understanding of how 4.12.5

12.6 Exhibits self-direction, takes responsibility, and accepts consequences for individual actions across physical activity settings. 4.12.6

B Develops a personal activity plan for current and lifetime participation.

12.7 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, 4.12.7

12.8 Chooses and participates in physical activity based on personal interests. 4.12.8

12.9 Chooses and successfully participates in self-selected physical activity at a level that is 4.12.9

12.10 Analyzes factors that can affect regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). 4.12.10