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Dear Catholic School Educators,

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St. Paul tells us that “Your body is a temple for the Holy Spirit within you.” (1 Corinthians 6:19). As creations of God, we know it is important to care for ourselves, to ensure a healthy and active body. To this end, it is my pleasure to present to you the Graded Course of Study (GCS) for Physical Education for the Archdiocese of Cincinnati. With the GCS, you will find specific standards, benchmarks, and indicators designed to support strong PE instruction. In the introductory narrative, you can read tips for implementing the GCS, as well as suggestions for assessments and resources. We have also offered you a Curriculum Map to guide you in implementing the GSC standards.

This GCS represents many hours of work for our PE Writing and Review Committee. I would therefore like to thank Mr. Kevin Lorson (Associate Professor in Kinesiology and Health, Wright State University), Dr. Carole Roberts (Director of Curriculum and Assessment, Archdiocese of Cincinnati), and the teachers and administrators who reviewed the GCS.

Physical Education is an essential part of a Catholic school education. Through fostering an active body and healthy living, we assure a strong “temple” for the Holy Spirit. Thank you for your dedication in providing excellent Physical Education for our young people. St. Sebastian, Patron Saint of Athletes, *Pray for Us.*

Yours in Christ,


Jim Rigg, Ph.D.
Director of Educational Services
Superintendent of Catholic Schools
Archdiocese of Cincinnati

Archdiocese of Cincinnati

Physical Education Course of Study

Aligned with

Ohio New Learning Physical Education Standards

Infused with Catholic Identity Initiatives

2015

Approved by: Dr. Jim Rigg
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Physical Education Curriculum: Grades K - 5

The Archdiocese of Cincinnati Curriculum Guide for Physical Education in Grades K-5 communicates the combined vision of teachers, coordinators, and administrators. The Grades K-5 physical education curriculum seeks to develop students' knowledge, skills, behaviors and dispositions to demonstrate physical literacy and engage in a lifetime of physical activity. Physical literacy is "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." To achieve this goal elementary physical education (K-5) seeks to develop a diverse set of motor skills, knowledge about movement, and personal/social responsibility in a physical activity setting.

The K-5 curriculum is designed to achieve student-learning outcomes that address each of the Ohio Physical Education Academic Content Standards. The K-5 curriculum is comprised of two grade bands: Kindergarten – 2nd grade, and 3rd – 5th grade. Each of these grade bands has their own unique benchmarks, indicators, benchmark assessments, and scope and sequence.

How to use read this document

The purpose of this curriculum guide is to provide teachers and administrators with grade-band appropriate guidelines, outcomes, sequencing of activities and aligned assessments in the elementary grades. The Ohio Physical Education Academic Content Standards, benchmarks and grade level indicators provide the foundation for the Archdiocese of Cincinnati Physical Education Curriculum. The curriculum is designed to demonstrate each of the standards and benchmarks. The curriculum guide identifies the standards, benchmarks and indicators. The guide also includes benchmark assessments and suggested activity and unit content. *Standards* are overall curriculum goals that identify the skills, knowledge and dispositions that students should demonstrate at the end of the program. *Benchmarks* are learning outcomes that should be achieved at the end of a grade band. Grade bands in Ohio are K-2, 3-5, 6-8, 9-12. *Indicators* are grade level outcomes that contribute to the achievement of benchmarks.

While it is the intent to address each of the indicators outlined in the Ohio Physical Education Academic Content Standards document, the curriculum guide recognizes the contextual constraints such as time, class sizes, and equipment and determined it is not realistic to address every indicator in every grade the K-2 and 3-5 grade band at this time. If additional

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resources become available to physical education in grades K-5, additional indicators can be addressed. The initial focus will be to demonstrate each of the benchmarks in each grade band (K-2, 3-5).

This document includes: outcomes, assessments, curriculum map and description of instruction. The outcomes section is a list of each standard, associated benchmarks and grade-level indicators. The outcomes also include suggested content focus and key academic vocabulary. The assessment section provides a series of assessments to assess each benchmark for the grade band. The curriculum map provides a suggested scope and sequence of activities that can be used to achieve the standards, benchmarks and indicators. The description of instruction provides key information to implement the scope and sequence including guidelines for instruction, grading and management.

The physical education curriculum supports learning in other academic content areas by integrating cross-curricular content material through physical education assessments and activities. The physical education program also supports the Archdiocese of Cincinnati Catechetical Program by integrating concepts and principles within the curriculum. The Connections to Scripture document within the physical education curriculum provides a resource for teachers to generate ideas to make specific connections in lessons.

Overview of Elementary Physical Education

There are many challenges to our students growing up healthy in the 21st century. Childhood obesity and physical inactivity is at an all-time high. Research in physical activity has shown that physical activity behaviors in childhood transfer to adolescence and adulthood. Thus, the development of movement skills, knowledge, behaviors and positive experiences through the elementary physical education curriculum are essential to a student's success and participation in the middle and high school physical education curriculum. The physical education curriculum is also essential to the overall health, wellness, and total education of the elementary school child. The overall mission of the K-5 physical education curriculum is to develop physical literacy, that is the skills, knowledge and appropriate behaviors that will build a foundation of competency and confidence for life-long physical activity.

The K-5 physical education curriculum is broken into two grade bands to align with the Ohio Physical Education Academic Content Standards: (1) Grades K-2 Physical Education

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Curriculum, and (2) Grades 3-5 Physical Education Curriculum. The type of content knowledge focus in grades K-2 should be very different than the content knowledge focus in grades 3-5. The K-2 curriculum should align with the Grade 3-5 curriculum by laying the foundation for future learning in physical education.

K-5 Standards and Assessments

The Archdiocese of Cincinnati Schools Physical Education K-5 curriculum guide is aligned with the Ohio Physical Education Academic Content Standards. The following five standards and associated benchmarks are the driving force of this document and should be evident in teacher's planning and daily lessons. The grade band benchmarks and grade level indicators have specific learning goals in mind, but allow teachers the flexibility to plan lessons to best meet individual student needs, building space, and access to equipment. It is an expectation that each student who successfully completes the curriculum will demonstrate each of these standards to become physically literate.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Assessment Overview

The key outcome in an effective physical education curriculum is student learning. Student learning is essential to develop physical educated students who will have the knowledge, skills and attitudes to participate in a lifetime of physical activity. The Archdiocese of Cincinnati Physical Education curriculum is focused on students demonstrating each of the Ohio Physical Education Academic Content Standards and Benchmarks. The Ohio Benchmark Assessments will provide the foundation for assessment of student learning in physical education. The K-5 program will assess student learning in each of the 10 benchmarks. In addition to the benchmark assessments, teachers will implement formative assessments within lessons and units to provide students and teachers feedback about student progress towards achieving each benchmark.

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Teachers should report benchmark assessment data to the appropriate school representative each year and use the data to make instructional and curricular decisions. The school-representative will then report the data to the Archdiocese.

In the Archdiocese of Cincinnati Curriculum the physical education teachers and curriculum advisors have determined the Benchmark Assessment data will be collected during 2nd grade in the K-2 grade band. Collecting the assessment data within one grade will allow students more time to develop their knowledge, skills and behaviors. Also, collecting all of the benchmark data in 2nd grade will simplify the assessment data collection process. For the 3rd-5th grade band assessment data will be collected in 5th grade for similar reason. This does not mean assessment only occurs in 2nd or 5th grade. Assessment should be ongoing throughout all grades to track student progress and to prepare students to achieve at the highest level. Ultimately the teacher will decide the best grade and opportunities to collect assessment data for their K-5 students.

Grading

Student grades in physical education will be a direct result of the achievement of learning outcomes. Final grades in physical education should reflect the achievement of each of the standards and benchmarks. Grades given within a grading period should reflect a student's progress towards the standards, but based on resources available such as time and equipment it may not be appropriate to have a grade for each standard or benchmark within a grading period. Each school can develop a grading system that fits their needs, but for grades K-5 it is suggested to use standards-based grading to provide specific information to students and parents about their progress.

“Effort” grade - Behavior and/or participation is comprised of behaviors that are aligned with aspects of Standard 4. Thus, participation, effort and/or behavior can be included as a component of a student's overall grade. Behavior and participation must be assessed using valid and reliable assessment tools such as the Ohio Benchmark Assessment for Standard 4. The Ohio Benchmark Assessment for Standard 4 (Benchmark A) in the category self-direction defines various levels of performance associated with “participation/effort” or self-direction. Other aspects of behavior such as safety (4A), cooperation (4B), respecting others (4B) and resolving

conflict (4B) are also described in the rubric. Teachers should communicate their expectations for personal and social responsibility with their students.

Description of Instruction

Grades K-2 Physical Education Curriculum

During the kindergarten to 2nd grade years, students are developing the fundamental motor skills and knowledge that form the foundation for later sports, games and physical activity. The K-2 physical education curriculum has a strong emphasis on the development of fundamental motor skills and movement concepts. While the K-2 curriculum seeks to achieve all six standards, a greater emphasis will be placed on Standards 1 and 2. Fundamental motor skills are basic skills such as throwing, catching, running, and jumping. The development of these foundational skills, are critical to a child's ability to be able to successfully engage in sports and games. For example, a child who cannot catch well will struggle to participate in sports like softball and basketball. Other central components to the K-2 physical education curriculum include the development of an array of appropriate behaviors to participate in physical activity. This includes personal responsibility behaviors such as safety and self-direction as well as socially responsible behaviors such as respecting diversity, treating other fairly, and demonstrating good sportsmanship. The K-2 physical education curriculum also begins to develop an early understanding of the components of physical fitness and the application of these concepts to a variety of activities. There is not a stand-alone fitness unit in K-2, the fitness concepts are integrated within lessons and units. Finally, the K-2 physical education curriculum incorporates a strong knowledge component that provides students with the vocabulary and concepts to be able to successfully engage in sport and physical activity. This includes developing knowledge about movement (Standard 2B - knowledge of critical elements for skills) and knowledge through movement (Standard 2A - movement concepts such as direction, space and time).

Grades 3-5 Physical Education Curriculum

The Grade 3-5 physical education curriculum builds on the foundational skills developed in the K-2 curriculum. By 3rd grade the expectation is that many children will have developed a level of competency in each of the fundamental motor skills that they will begin to apply these skills in sports, games, and lifetime activities (however individualized instruction on basic skills

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will continue to be provided where appropriate). The goal of the Grade 3-5 physical education curriculum is to develop the skills and knowledge to participate in basic contexts of a variety of sports, games and lifetime activities. Basic contexts might include simplified settings or small-sided games (3 v 2, 2 v 1). These skills and knowledge will be further developed in the middle and high school curriculum. Within each of these physical activities, students will focus on developing the foundational activity-specific skills necessary to engage in the activity, an understanding of the tactics and knowledge to play the game/activity, and appropriate levels of social responsibility and behaviors to participate successfully. For example, in a soccer unit, a teacher might teach the motor skills of dribbling, trapping, passing and shooting. The tactical skills taught might be moving to an open space, and passing to an open player, and the behavioral skills reinforced might be teamwork and cooperation. The Grade 3-5 curriculum will continue to extend a student's knowledge base in physical fitness and begin to understand the types of activities necessary to build and maintain personal physical fitness. These concepts will be integrated within lessons and units.

Description of Instruction

The majority of elementary physical education programs in Archdiocese of Cincinnati Schools serve their students for one class period per week. Given this amount of allocated time, the scope and sequence has been structure to provide a content outline over the course of the school year. The outline is not intended to be a specific pacing guide that must be followed by each individual teacher/school, but to provide guidance. Given the contextual constraints unique to each school setting the sequence can be modified within the school year to maximize student learning. Even though each teacher in the district might not follow the exact same sequence, it is expected that the learning outcomes (benchmarks and indicators) achieved are similar across the district for each grade. Sample units of instruction have been developed around a 3-5 day (3-5 weeks) unit of instruction. The curriculum has identified units of instruction. In K-2 these 3-5 day units do not need to be implemented on 3-5 consecutive days, rather they could be interspersed with other units. For example a traveling unit might be five weeks long, but the teacher might spend two weeks working on running, galloping and sliding then spend another two weeks working on an object control unit and then revisit traveling skills at the end of the year.

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K-5 physical education teachers are encouraged to use a developmental approach to teaching where individual students are evaluated on his/her current level of development and have a choice of activities that meet the needs of that child. To stay current with national trends in physical education, in the 3-5 curriculum teachers are encouraged to deliver their units of instruction using different models of instruction such as: (1) Sport Education, (2) Teaching Games for Understanding, and (3) cooperative learning. However, even with the grade 3-5 curriculum, teachers should use a developmental perspective that allows individual students to progress at their own rate of development.

Teachers are expected to employ best practices for instruction and activities (see the National Association for Sport and Physical Education Position Statements and Appropriate Instructional Practices Guidelines). These activities should be developmentally appropriate, maximize meaningful participation and support the physical and emotional safety of our students. Elimination games and games that use students as targets (e.g. dodgeball) are ***not*** a part of a developmentally appropriate curriculum.

Curriculum Map

Each curriculum map identifies key content areas that align with each of the twelve benchmark assessments and with the grade level indicators within the Ohio Physical Education Assessments. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. The “end of grade band” year is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessment. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

Each curriculum map contains:

- Suggested number of lessons for each content focus,
- Aligned benchmarks and benchmark assessments, and
- Appropriate content focus

GRADES K-2 STANDARDS, BENCHMARKS & INDICATORS

Key: Standard.Benchmark.Grade Level.Indicator (Example: PE.1.2.K.1)

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

<i>Benchmark 1 - Demonstrate locomotor and non-locomotor skills in a variety of ways.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.1.1.K.1	Demonstrates walk, run, and slide locomotor skills using critical elements.	Locomotor skills	Walk, run, slide, jump, gallop, skip, hop leap.
PE.1.1.1.1	Demonstrate gallop and hop locomotor skills using critical elements.		
PE.1.1.2.1	Demonstrates all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump and leap) using critical elements.		
PE.1.1.K.2	Explore locomotor skills of jump, gallop, skip, hop, and leap in a stable environment.	Locomotor & Non-locomotor skills	
PE.1.1.1.2	Performs locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.		
PE.1.1.2.2	Perform combinations of locomotor, non-locomotor, weight transfer and balance skills (i.e. static and dynamic balance skills).		
PE.1.1.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	Non-locomotor skills	Twist, turn, bend,
PE.1.1.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.		
PE.1.1.2.3	Perform combinations of non-locomotor and locomotor skills in a movement pattern.		
PE.1.1.K.4	Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).	Balance	Base of support, center of gravity, balance
PE.1.1.1.4	Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).		
PE.1.1.2.4	Demonstrate static and balance skills as part of a movement pattern.		

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PE.1.1.K.5	Transfer weight by rocking and rolling.	Educational Gymnastics	Rotation about the vertical, horizontal, and transverse axis, symmetrical, asymmetrical, counterbalance and countertension.	
PE.1.1.1.5	Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).			
PE.1.1.2.5	Perform combinations of rolling and balance skills.			
PE.1.1.K.6	Move in time with a changing beat (e.g., music, drum, clap, stomp).	Rhythm & Dance	Rhythm, beat, grapevine.	
PE.1.1.1.6	Move to a rhythmic beat or pattern.			
PE.1.1.2.6	Perform rhythmic dance steps and sequences.			
Benchmark 2 - Demonstrate developing control of fundamental manipulative skills.				
Standard	Description	Content Focus	*Key Target	Academic Vocabulary
PE.1.2.K.1	Throw objects in a variety of ways to oneself.	Throwing		Opposition, rotation
PE.1.2.1.1	Throw using variations in time/force.			
PE.1.2.2.1	Overhand throw demonstrating a side orientation and step with opposition.			
PE.1.2.K.2	Catch a bounced ball.	Catch		Absorb, anticipate
PE.1.2.1.2	Catch a self-tossed object with hands or an implement.			
PE.1.2.2.2	Catch objects coming from different directions, heights, speed, etc.			
PE.1.2.K.3	Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air.	Strike		Rotate, contact point, rebound
PE.1.2.1.3	Strike a ball using different body parts.			
PE.1.2.2.3	Strike a variety of objects with the hand or an implement with purpose to control force/direction.			
PE.1.2.K.4	Kick a stationary ball.	Kicking		Instep, follow-through
PE.1.2.1.4	Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick.			

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PE.1.2.2.4	Kick a rolled or moving ball with the laces for power.		
PE.1.2.K.5	Dribble objects with the hand in a closed or stable environment.	Dribble w/hand	Finger pads, general space
PE.1.2.1.5	Dribble an object with hands (and feet) in a stable environment through self and general space.		
PE.1.2.2.5	Dribble a ball with hands (and feet) using variations in speed, direction, pathway and relationship with objects.		
PE.1.2.K.6.	Roll a ball underhand.	Underhand roll	Underhand, opposition, follow-through
PE.1.2.1.6	Roll the ball to a specified target.		
PE.1.2.2.6	Roll the ball or object to a moving target.		

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

<i>Benchmark 1 - Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.2.1.K.1	Establish a movement vocabulary through exploration of body, space, effort and relationships.	Movement Concepts	General space, personal space, Directions (right/left), Levels (high, medium, low), pathways (e.g. curved, zig-zag, S, straight), Force & Speed (strong/light, fast/slow)
PE.2.1.1.1	Describe movement vocabulary terms in body, space, effort and relationships.		
PE.2.1.2.1	Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.		
PE.2.1.K.2	Recall pathways, direction, levels and relationships (near/far, lead/follow).		
PE.2.1.1.2	Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical activities.		
PE.2.1.2.2	Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).		
PE.2.1.K.3	Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).		
PE.2.1.1.3	Applies different degrees of force, speed, and direction when directed by the teacher.		
PE.2.1.2.3	Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).		
PE.2.1.K.4	Identify boundaries for self-space and general space.		
PE.2.1.1.4	Applies concepts of self and general space to accomplish movement tasks.		
PE.2.1.2.4	Applies concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.		

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<i>Benchmark 2 - Demonstrate knowledge of critical elements of fundamental motor skills.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.2.2.K.1	Differentiate among locomotor skills.	Knowledge of motor skills	Locomotor, Manipulative, Non-locomotor skills
PE.2.2.1.1	Differentiate among non-locomotor and manipulative skills.		
PE.2.2.2.1	Differentiate between locomotor, non-locomotor and manipulative skills.		
PE.2.2.K.2	Repeat “cue words” for fundamental locomotor skills.	Knowledge of critical elements	Cue words, Critical elements
PE.2.2.1.2	Repeat “cue words” for fundamental motor skills and apply them to improve performance.		
PE.2.2.2.2	Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.		

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

<i>Benchmark 1. Describes current level of physical activity and identifies additional physical activity opportunities.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE 3.1.K.1	Recognize and differentiates between physical activity and inactivity.	Physical Activity Opportunities	Physical Activity, Inactivity, Sedentary
PE 3.1.1.1	Identifies opportunities for physical activity during the school day.		
PE 3.1.2.1	Identifies opportunities for physical activity at school, home and in their community.		
PE 3.1.K.2	Tracks the amount of physical activity within physical education.	Tracking Physical Activity	
PE 3.1.1.2	Tracks the amount of physical activity within the school day.		
PE 3.1.2.2	Tracks the amount of physical activity within the school day and compares it to the recommendation for daily physical activity.		
PE 3.1.K.3	Recognize that food provides energy for physical activity.	Calorie Balance	Calorie, Calorie Balance,
PE 3.1.1.3	Differentiates between healthy and unhealthy food and beverage choices for physical activity.		
PE 3.1.2.3	Suggests alternatives to unhealthy food and beverage choices related to physical activity.		

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Benchmark 2 - Understand the principles, components and practices of health-related physical fitness.			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE 3.2.K.1	Recognize activities that could be used to improve each component of health-related fitness.	Health-related fitness components	Health-related fitness, cardiorespiratory, muscular strength, muscular endurance, flexibility, overload, frequency, intensity, time, specificity or type.
PE 3.2.1.1	Identify activities that align with each component of health-related fitness.		
PE 3.2.2.1	Recall activities that align with each component of health-related fitness.		
PE 3.2.K.2	Recognize that when you move fast, your heart beats faster and you breathe faster.	Cardiorespiratory Concepts	
PE 3.2.1.2	Identifies the heart as a muscle that grows stronger with exercise and physical activity.		
PE 3.2.2.2	Name activities that increase heart rate.		
PE 3.2.K.3	Recognize the importance of muscular strength to support body weight.	Muscular Strength & Endurance	
PE 3.2.1.3	Identify ways to strengthen muscles.		
PE 3.2.2.3	Identify activities to improve muscular strength.		
PE 3.2.K.4	Identify ways to stretch muscles in the body.	Flexibility	
PE 3.2.1.4	Identify ways to stretch muscles in the upper and lower body.		
PE 3.2.2.4	Identify ways to stretch muscles in various parts of the body.		

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Benchmark 1 - Know and follow procedures and safe practices.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE 4.1.K.1	Respond positively to reminders of appropriate safety procedures.	Safety Following directions - (Life in Christ, K33)	Safe, self-direction, responsibility.
PE 4.1.1.1	Respond positively to reminders of appropriate safety procedures.		
PE 4.1.2.1	Respond positively to reminders of appropriate safety procedures.		
PE 4.1.K.2	Follow directions and handle equipment safely.		
PE 4.1.1.2	Follow directions and handle equipment safely.		
PE 4.1.2.2	Follow directions and handle equipment safely.		
PE 4.1.K.3	Follows rules and expectations for behavior.		
PE 4.1.1.3	Acknowledges responsibility for actions and behaviors when prompted.		
PE 4.1.2.3	Accepts responsibility for behavior and actions in teacher-directed activities.		
PE 4.1.K.4	Engages in activities with prompts and encouragement.	Self-direction & Personal responsibility - (Life in Christ (2.42)	
PE 4.1.1.4	Works independently for extended periods of time.		
PE 4.1.2.4	Engages in lesson activities and stays on-task for extended periods of time.		

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Benchmark 2 - Demonstrate responsible behavior in physical activity settings.			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE 4.2.K.1	Take turns using equipment or performing a task.	Cooperation	Cooperation, respect, fair play
PE 4.2.1.1	Demonstrate cooperation and consideration of others in partner and group physical activities.		
PE 4.2.2.1	Demonstrate examples of cooperation and sharing in a variety of physical activities.		
PE 4.2.K.2	Demonstrate willingness to work with a variety of partners in physical education activities.	Respecting Others	
PE 4.2.1.2	Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.		
PE 4.2.2.2	Interact positively with others in partner and small group activities without regard to individual differences.		
PE 4.2.K.3	Respects the judgments and decisions of others.	Fair Play /Resolving Conflict	
PE 4.2.1.3	Respects the judgment of others and demonstrates fair play behaviors.		
PE 4.2.2.3	Consistently demonstrates fair play behaviors in teacher-directed games.		

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark 1 - Identifies health benefits as reasons to value physical activity.			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.5.1.K.1	Recognizes physical activity has positive health benefits.	Health Benefits of Physical Activity	
PE.5.1.1.1	Recognizes more physical activity leads to additional health benefits.		
PE.5.1.2.1	Identifies specific health benefits from participation in daily physical activity.		
Benchmark 2 - Identifies reasons to participate in physical activity.			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.5.2.K.1	Identifies physical activities that are fun.	Enjoying physical activity	
PE.5.2.1.1	Identifies why a physical activity is fun.		
PE.5.2.2.1	Discuss personal reasons for why they enjoy physical activity.		

RESOURCES:

Ohio Department of Education. Physical Education Evaluation. <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Physical-Education/Physical-Education-Evaluation-updated>

Ohio Department of Education. Physical Education Academic Content Standards. <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Physical-Education>

GRADES 3-5 STANDARDS, BENCHMARKS & INDICATORS

Key: Standard.Benchmark.Grade Level.Indicator (Example: PE.1.2.5.1)

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

<i>Benchmark 1 - Combine locomotor and non-locomotor skills into movement patterns.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.1.1.3.1	Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.	Movement Sequences Educational Gymnastics Dance Jump Rope	Sequence Transition
PE.1.1.4.1	Perform a movement sequence comprised of both basic and intermediate skills(e.g., dance, gymnastics, jump rope) with smooth transitions between movements.		
PE.1.1.5.1	Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.		
PE.1.1.3.2	Jump rope demonstrating a variety of footwork skills.	Jump Rope	Jump Rope Skill Terminology
PE.1.1.4.2	Jump rope demonstrating of footwork and arm action skills		
PE.1.1.5.2	Jump rope demonstrating a variety of footwork, arm action skills, and/or tricks of choice.		
PE.1.1.3.3	Balances on different bases of support and on apparatus demonstrating different levels, shapes, and patterns.	Balance/Educational Gymnastics	Center or Gravity Base of Support Counterbalance & Countertension
PE.1.1.4.3	Combines balance and weight transfer skills in a movement sequence.		
PE.1.1.5.3	Combines balance and transferring weight with movement skills in a gymnastics or dance sequence.		
PE.1.1.3.4	Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	Dance	
PE.1.1.4.4	Combines locomotor movement patterns and dance steps to create and perform a dance.		
PE.1.1.5.4	Combines skills in dances with correct rhythm and pattern.		

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<i>Benchmark 2 - Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.1.2.3.1	Throw overhand with force using appropriate critical elements.	Overhand Throwing	Opposition, rotation
PE.1.2.4.1	Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.		
PE.1.2.5.1	Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.		
PE.1.2.3.2	Catch a variety of objects in dynamic conditions using the critical elements.	Catch	Absorb, anticipate
PE.1.2.4.2	Catch (two-handed) during a game or game-like situation using the critical elements.		
PE.1.2.5.2	Catch with an implement (e.g., glove, scoop) using the critical elements.		
PE.1.2.3.3	Strike an object using the critical elements.	Strike	Rotate, contact point, rebound
PE.1.2.4.3	Sidearm strike an object with an implement using the critical elements.		
PE.1.2.5.3	Sidearm strike an object with an implement using critical elements in relation to distance, space, and direction demands.		
PE.1.2.3.4	Kick a ball with the inside of the foot to a target using the critical elements.	Kicking	Instep, follow-through
PE.1.2.4.4	Kick a ball with the inside of the foot using the critical elements to targets at different distances, locations and in relationship to objects.		
PE.1.2.5.4	Receive a kick, dribble and then kick a ball to a target using the critical elements.		
PE.1.2.3.5	Dribble and maintain control while moving through space using the critical elements.	Dribble w/hand	Finger pads, general space
PE.1.2.4.5	Dribble with control while moving through space to avoid stationary objects using the critical elements.		
PE.1.2.5.5	Dribble under control during a game or game-like situation using the critical elements.		
PE.1.2.3.6	Send (e.g., pass, roll) to a target using critical elements in a stable environment.	Bowling	Underhand, opposition, follow-through

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PE.1.2.4.6	Send (e.g., pass, roll) to a target using critical elements while varying space, distance, location and relationship to objects.	Bowling	
PE.1.2.5.6	Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.	Passing	

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

<i>Benchmark 1 - Demonstrate and apply basic tactics and principles of movement.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.2.1.3.1	Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).	Movement Concepts	General space, personal space, Directions (right/left), Levels (high, medium, low), pathways (e.g. curved, zig-zag, S, straight), strong/light, fast/slow
PE.2.1.4.1	Explain the importance of weight transfer in object propulsion skills.		
PE.2.1.5.1	Identify similar patterns/concepts across related activities (e.g., striking with a bat and tennis forehand).		
PE.2.1.3.2	Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.		
PE.2.1.4.2	Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task and/or environment.		
PE.2.1.5.2	Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players) in a dynamic or changing environment.	Tactics: Spacing	Open space, support
PE.2.1.3.3	Recognize offensive and defensive situations.		
PE.2.1.4.3	Identify open space and areas of space to defend in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).		
PE.2.1.5.3	Demonstrates offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).	Tactics: Decision-making	Decision-making
PE.2.1.3.4	Identifies the choices to make (e.g. shoot, pass or dribble) to score a goal or point.		
PE.2.1.4.4	Selects correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).		
PE.2.1.5.4	Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).		

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<i>Benchmark 2 - Demonstrate knowledge of critical elements for manipulative and activity specific skills.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.2.2.3.1	Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.	Knowledge of motor skills	
PE.2.2.4.1	Identify correct and incorrect aspects of skill performance using critical elements.		
PE.2.2.5.1	Apply critical elements to analyze and provide feedback on motor-skill performance of others.		
PE.2.2.3.2	Explain how appropriate practice improves performance.	Knowledge of critical elements	Cues, Critical Elements of Identified Skills
PE.2.2.4.2	Explain how to improve performance of a movement or skill.		
PE.2.2.5.2	Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).		

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

<i>Benchmark 1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.3.1.3.1	Identifies school, home and community physical activity opportunities to meet physical activity guidelines.	Physical Activity Opportunities	Physical Activity, Sedentary, Moderate, Vigorous
PE.3.1.4.1	Identifies school, home and community physical activity opportunities to meet physical activity guidelines.		
PE.3.1.5.1	Identifies school, home and community physical activity opportunities to meet physical activity guidelines.		
PE.3.1.3.2	Tracks physical activity minutes inside and outside of school to determine progress towards daily recommendation.	Physical Activity Pyramid Assessment	
PE.3.1.4.2	Tracks physical activity minutes to determine progress towards daily recommendation.		
PE.3.1.5.2	Tracks physical activity minutes to determine progress towards daily recommendation.		
PE.3.1.3.3	Identify a variety of nutritious food choices from each food group that will help balance your body and physical activity.	Calorie Balance	Nutrient, Calorie
PE.3.1.4.3	Recognize the benefits of food choices from each food group related to physical activity.		
PE.3.1.5.3	Discuss the benefits of healthy eating in relation to physical activity.		

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<i>Benchmark 2 - Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.3.2.3.1	Identify specific activities that could improve each health-related fitness component.	Health-related fitness knowledge	Components of Health-Related Fitness
PE.3.2.4.1	Link specific activities to the appropriate health-related fitness component.		
PE.3.2.5.1	Recall specific activities that could improve each health-related fitness component.		
PE.3.2.3.2	Assesses heart rate during physical activity and exercise.	Cardiorespiratory Endurance	Pacing, Heart Rate
PE.3.2.4.2	Interprets heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.		
PE.3.2.5.2	Interprets heart rate during physical activity and exercise to determine appropriate level of intensity.		
PE.3.2.3.3	Identify activities to improve muscular strength & endurance in the core area.	Muscular Strength & Endurance	Repetition, Set
PE.3.2.4.3	Identify activities to improve muscular strength & endurance in the upper and lower body.		
PE.3.2.5.3	Identifies specific activities to improve muscular strength & endurance throughout the body.		
PE.3.2.3.4	Recognize the important of warm-up & cool-down.	Flexibility	
PE.3.2.4.4	Identify warm-up and cool-down activities.		
PE.3.2.5.4	Identify warm-up, cool-down and flexibility activities.		
PE.3.2.3.5	Analyzes the results of a fitness assessment to determine areas in the HFZ.	Fitness Planning	Healthy Fitness Zone
PE.3.2.4.5	Analyzes the results of a fitness assessment to determine areas in the HFZ and those that need improvement.		
PE.3.2.5.5	Analyzes the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.		
PE.3.2.3.6	Identify the FITT principles.	FITT principle	Frequency, Intensity, Time, Type Overload
PE.3.2.4.6	Link/Match the FITT principle with the appropriate description.		
PE.3.2.5.6	Describe the relationship between intensity and time of exercise		

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

<i>Benchmark 1 - Demonstrates personal responsibility by demonstrating safety and self-direction.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.4.1.3.1	Follow rules and safe practices in class activities to ensure the safety of self and others.	Safety	
PE.4.1.4.1	Follow rules and safe practices in class activities to ensure the safety of self and others.		
PE.4.1.5.1	Adhere to class and activity-specific rules and safe practices to ensure the safety of self and others.		
PE.4.1.3.2	Follows rules and etiquette of games and activities.	Etiquette	
PE.4.1.4.2	Follows rules and etiquette of games and activities.		
PE.4.1.5.2	Follows rules and etiquette of games and activities.		
PE.4.1.3.3	Engages in lesson activities and stays on task throughout the lesson.	Self-direction	
PE.4.1.4.3	Engages in a variety of lesson activities and stays on task for extended periods of time.		
PE.4.1.5.3	Engages and stays on-task in challenging and easy activities for extended periods of time in activities.		
PE.4.1.3.4	Accepts responsibility for behavior and actions.	Personal Responsibility	
PE.4.1.4.4	Accepts responsibility for behavior and actions.		
PE.4.1.5.4	Accepts responsibility for behavior and actions.		

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Benchmark 2 - Interact and communicate positively with others.

Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.4.2.3.1	Work cooperatively with a partner in the development of an activity, dance sequence or game.	Cooperation	
PE.4.2.4.1	Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.		
PE.4.2.5.1	Lead, follow and support group members to improve play in cooperative and competitive settings.		
PE.4.2.3.2	Cooperate with a partner or small group by taking turns and sharing equipment.	Respect others	
PE.4.2.4.2	Participate with a group in cooperative problem-solving activities.		
PE.4.2.5.2	Evaluate personal behavior to ensure positive effects on others.		
PE.4.2.3.3	Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.	Cooperation	
PE.4.2.4.3	Demonstrate cooperation with and respect for peers different from oneself.		
PE.4.2.5.3	Demonstrate respectful and responsible behavior toward peers different from oneself.		
PE.4.2.3.4	Demonstrate cooperation with others when resolving conflict.	Resolving Conflict	
PE.4.2.4.4	Demonstrate cooperation with others when resolving conflict.		
PE.4.2.5.4	Demonstrate cooperation with others when resolving conflict.		

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Benchmark 1 - Identifies multiple, specific health benefits as a reason to value physical activity.			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.5.1.3.1	Identifies 2 health benefits different dimensions such as physical, emotional, intellectual by participation in physical activity.	Reasons to be physically active: Health	
PE.5.1.4.1	Identifies 3 health benefits different dimensions such as physical, emotional, intellectual by participation in physical activity.		
PE.5.1.5.1	Identifies multiple specific health benefits from different dimensions such as physical, emotional, intellectual from participation in physical activity.		
Benchmark 2 - Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.5.2.3.1	Identifies reasons for enjoying a selected physical activity.	Reasons to be physically active: Enjoyment	
PE.5.2.4.1	Identifies specific reasons for enjoying a selected physical activity.		
PE.5.2.5.1	Identifies multiples, specific reasons for enjoying a selected physical activity.		
PE.5.2.3.2	Recognize that physical activity provides opportunities for social interaction.	Reasons to be physically active: Social	
PE.5.2.4.2	Identifies the social benefits of a selected physical activity.		
PE.5.2.5.2	Identifies specific social benefits of a selected physical activity.		
PE.5.2.3.3	Identifies the feelings that come with the challenge of learning a new physical activity.	Reasons to be physically active: Challenge	
PE.5.2.4.3	Identify aspects of a physical activity that are challenging.		
PE.5.2.5.3	Identify aspects of a physical activity that are challenging, yet enjoyable.		

RESOURCES:

Ohio Department of Education. Physical Education Evaluation. <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Physical-Education/Physical-Education-Evaluation-updated>

Ohio Department of Education. Physical Education Academic Content Standards. <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Physical-Education>

K-2 Grade Band

Identified below are key content areas that align with each of the 10 benchmark assessments and with the grade level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 72 per year (twice weekly lessons for 36 weeks). Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. The “end of grade band” year is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

With specific reference to the K-2 grade band, the following should also be considered:

- ODE assessment column reflects a reference to the ODE assessment specific to the standard and a link to the lesson focus and the end of grade band assessment. Teachers will determine when within the grade band to implement the actual assessment.
- ODE Assessments are reflected as Benchmark A or Benchmark B, which aligns to the Archdiocese Benchmark 1 and 2.
- After introduction of the lesson content, the lesson focus could be integrated in multiple lessons across the curriculum (e.g., safety, self-direction, balance, cardio-respiratory fitness).
- Fitness concepts and principles should be integrated across units. Specific units that align to the fitness concepts have been identified.
- Standard 3 is not a stand-alone unit, but is integrated across the course of the year and takes between 8-10 lessons to develop and assess the knowledge and skills.

Physical Education Curriculum Map (Grade K)

Suggested Lessons	Arch-diocese Bench-marks	Benchmark Assessments	Content Focus
2	4.1 4.2	4A (Safety and Self-direction) 4B (Social Responsibility)	<ul style="list-style-type: none"> Rules/expectations for Behavior. Introduce class routines - signals, equipment distribution, etc.
14	1.1 2.1 2.2 3.2	1A (Walk, Run, Slide) 2A (Movement Vocabulary) 2B (Differentiate among skills) 3B (Cardiorespiratory concepts)	<ul style="list-style-type: none"> Locomotor skills Movement concepts *Cardiorespiratory concepts
6	1.1 2.1 2.2 3.2	1A (Bend/Stretch, Twist/Turn, etc.) 2A (Movement Vocabulary) 2B (Differentiate among skills) 3B Flexibility Concepts	<ul style="list-style-type: none"> Non-locomotor skills Movement concepts– explore body and space awareness. *Flexibility
10	1.2 2.1 2.2 4.1	1B (Throw & Underhand Roll) 2A (Distance, Effort, Levels) 2B (Degrees of force) 4A (Personal Responsibility)	<ul style="list-style-type: none"> Object control skills –Throw and Underhand Roll Discuss and reinforce skill specific rules/expectations.
4	1.2 2.1 2.2 4.1	1B (Kick) 2A (Effort, level) 2B (Aligned Questions) 4A (Personal Responsibility)	<ul style="list-style-type: none"> Object control skills – Kick Movement Concepts Discuss and reinforce skill specific rules/expectations.
4	1.2 2.1 2.2 4.1	1B (Sidearm strike) 2A (Effort, Levels, Body parts) 2B (Movement Principles) 4A (Personal Responsibility)	<ul style="list-style-type: none"> Object control skills – Strike Discuss and reinforce skill specific rules/ expectations.
4	1.2 2.1 2.2	1B (Catch) 2A (Movement Concepts) 2B (Aligned Questions)	<ul style="list-style-type: none"> Object control skills – Catching Practice catching objects at different levels.
6	1.1 3.1 2.2	1A (Balance) 3B (Muscular Strength/Endurance, Flexibility) 2B (Aligned questions)	<ul style="list-style-type: none"> Educational Gymnastics - Balance using different body parts and body shapes. *Muscular strength
4	1.1 2.2 4.1	1A (Roll, maintaining body shape) 2B (Movement Principles) 5A (Safety and Self-direction)	<ul style="list-style-type: none"> Educational Gymnastics – roll on different body parts – vary direction, speed. Discuss and reinforce skill specific rules/expectations.
6	1.1 2.1 2.2	1A (Rhythm) 2A (Pathways, Directions, Speeds) 2B (Differentiate among skills)	<ul style="list-style-type: none"> Move in time to a changing beat (e.g., music, drum, clap, stomp, etc.). Change pathway, direction, partner relationship.

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4	1.2 2.1 2.2	1B (Dribble) 2A (Movement Concepts) 2B (Movement Principles)	<ul style="list-style-type: none"> Object control skills – Dribble
4	3.2 2.1	3B (Cardio-respiratory, Muscular Strength, flexibility) 2A (Space, Effort, Speed)	<ul style="list-style-type: none"> *Health-related fitness concepts should be integrated across other units and may extend selected unit(s).
4	3.1 5.1/5.2	3A (PA Recall-identify 3A (Calorie Balance) 5AB (Favorite Activity Picture)	<ul style="list-style-type: none"> Discuss and complete Physical Activity Pyramid Worksheet. Discuss and complete favorite activity picture.

Physical Education Curriculum Map (Grade 1)

Suggested # of Lessons	Archdiocese Benchmarks	ODE Assessments	Content Focus
2	4.1 4.2	4A (Personal Responsibility, Safety, and Self-Direction) 4B (Social Responsibility, Respect Others)	<ul style="list-style-type: none"> Discuss rules, expectations, and safety procedures. Review/practice class routines - signals, entering/exiting, equipment distribution, etc.
10	1.1 2.1	1A (Walk, Run, Gallop/Slide, Hop) 2A (Space, Levels, Speed) 3.1	<ul style="list-style-type: none"> Locomotor skills –perform all locomotor in general space changing pathways, direction and/or speed. Movement concepts – explore space, levels, speed. *Cardio
6	1.1 2.1 4.2	1A (Bend, Twist, Turn, Stretch, etc.) 2A (Body, Space, Effort, Relationships) 4B (Social Responsibility, Cooperation)	<ul style="list-style-type: none"> Educational Gymnastics - Non-locomotor skills Movement concepts –explore effort, distance/ relationships (e.g., close/farther, objects/partners). Discuss cooperation, and sharing.
6	1.2 2.1 2.2 4.1	1B (Underhand Throw & Roll) 2A (Distance, Force, Levels) 2B (Identify Critical Elements) 5A (Personal Responsibility, Safety, and Self-Direction)	<ul style="list-style-type: none"> Object control skills –Throw and Underhand Roll Movement concepts – identify cue words to improve performance. Discuss and reinforce skill specific safety rules/expectations.
4	1.2 2.2 4.1 4.2	1B (Kick) 2B (Identify Critical Elements) 4A (Personal Responsibility, Safety, and Self-Direction) 4B (Social Responsibility, Cooperation)	<ul style="list-style-type: none"> Object control skills – Kicking Movement concepts – identify cue words to improve performance. Discuss skill specific safety rules, cooperation, and consideration of others.
6	1.2 2.1 2.2 4.1 4.2	1B (Sidearm Strike) 2A (Force, Time, Levels) 2B (Differentiate among manipulative skills) 4A (Personal Responsibility, Safety and Self-Direction) 4B (Social Responsibility, Cooperation and Respect)	<ul style="list-style-type: none"> Object control skills – Striking Movement concepts – explore force, time, and levels. Discuss skill specific safety rules, cooperation, and consideration of others.
4	1.2 2.1 2.2	1B (Catch) 2A (Space, Effort, Relationships) 2B (Differentiate among manipulative skills)	<ul style="list-style-type: none"> Object control skill – Catching Movement concepts – explore effort, space, and relationships (self and with partner).

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6	1.1 2.2 3.2 4.1	1A (Balance) 2B (Identify Critical Elements) 3B (Muscular Strength/Endurance, Flexibility) 4A (Personal Responsibility, Safety and Self-Direction)	<ul style="list-style-type: none"> • Educational Gymnastics/Balance – perform a variety of balance skills using equipment/apparatus. • Discuss how different activities affect the body (flexibility, muscular strength). • Discuss skill specific safety procedures (e.g., mount, move on, and dismount apparatus safely).
6	1.1 2.2	1A (Rock/Roll) 2B (Identify critical elements)	<ul style="list-style-type: none"> • Non-locomotor skills – perform a variety of rocking/rolling skills in exploratory and controlled settings. • Movement concepts – identify cue words to improve performance.
6	1.1 2.1 4.2	1A (Rhythms) 2A (Space, Effort, Relationships) 4B (Social Responsibility, Cooperation and Respect)	<ul style="list-style-type: none"> • Rhythmic Skills – perform movement patterns to a rhythm or beat. • Movement concepts – explore space, effort and relationships. • Discuss cooperation and consideration of others.
6	2.1 3.2 3.2	2A (Effort, Intensity) 3B (Cardio-Respiratory Fitness) 3A (Healthy Lifestyle)	<ul style="list-style-type: none"> • Move continuously two or more minutes without stopping. • Discuss different cardio activities and their affect the body (heart rate, increased respiration, perspiration, fatigued muscles). • *Integrated into other unit.
4	3.1 5.1, 5.2	3A (PA Opportunities & Tracking) 3A (Calorie Balance) 6A/B (Advocate value of PA, Identify favorite activities)	<ul style="list-style-type: none"> • Discuss and complete PA Pyramid Worksheet. • Discuss value (e.g., health, enjoyment, challenge, self-expression, social interaction) • *Integrated within units.
6	1.2 2.1 2.2	1B (Dribble) 2A (Differentiate among manipulative skills) 2B (Identify Critical Elements)	<ul style="list-style-type: none"> • Object control skills – dribble objects in exploratory and controlled settings. • Movement concepts – identify cue words to improve performance.

Physical Education Curriculum Map (Grade 2)

Suggested # of Lessons	Arch-diocese Bench-marks	ODE Assessments	Content Focus
2	4.1 4.2	4A (Personal Responsibility) 4B (Social Responsibility)	<ul style="list-style-type: none"> Follow directions and move safely. Practice class routines - signals, equipment distribution, etc.
8	1.1 2.1 2.2	1A (Walk, Run, Skip, Gallop/slide) 2A (Space and Speed) 2B (Aligned Questions)	<ul style="list-style-type: none"> Locomotor skills –Run, skip, gallop, slide with control in general space. Movement Concepts - demonstrate understanding of space, effort, speed. *Cardiorespiratory Endurance
6	1.1 4.1	1A (Jump, Hop, Leap) 4A (Personal Responsibility)	<ul style="list-style-type: none"> Locomotor skills – Jump, hop, leap, and skip demonstrating correct technique. Discuss self-direction, cooperation, consideration of others.
6	1.2 2.1 2.2	1B (Underhand Throw & Roll) 2A (Distance, Effort, Level) 2B (Aligned Questions)	<ul style="list-style-type: none"> Object control skills – underhand roll and throw a variety of objects using critical elements and appropriate force.
6	1.2 2.1 4.1	1B (Kick) 2A (Distance, Effort, Level) 2B (Aligned Questions)	<ul style="list-style-type: none"> Object control skills – kick a stationary and moving ball to a variety of targets. Explain rules and safety expectations
6	1.2 2.1 2.2	1B (Sidearm Strike) 2A (Effort, Levels, Body parts) 2B (Aligned Questions)	<ul style="list-style-type: none"> Object control skills – strike light weight objects with hand and/or implement using critical elements. Practice activity specific safety.
4	1.2 2.2	1B (Catch) 2B (Aligned questions)	<ul style="list-style-type: none"> Object control skill – catch an object from varying distances, levels and degrees of force.
10	1.1 1.1 3.1 2.2	1A (Balance, Roll, Weight Transfer) 1A (Roll maintaining body shape) 3B (Muscular Strength, Endurance, Flexibility) 2B (Aligned Questions)	<ul style="list-style-type: none"> Educational Gymnastics - Locomotor and non locomotor skills, combinations of rolling, balancing and weight transfer skills. Practice tasks and exercises representing each fitness component. *Flexibility & Muscular Strength
8	1.1 2.1	1A (Rhythm) 2A (Pathways, Direction, Speed)	<ul style="list-style-type: none"> Perform rhythmic dance steps & sequences. Follow a dance pattern (sequence).
6	3.2	3B Components of Fitness, Fitness concepts	<ul style="list-style-type: none"> Components of fitness Fitness concepts * Integrated into other units
4	3.1 3.2 5.1/5.2	3A (Track Physical Activity, Physical Activity Opportunities) 3A Calorie Balance 3B (Fitness Test Bank) 5AB (Favorite Activity Picture)	<ul style="list-style-type: none"> Complete Physical Activity Awareness Pyramid Worksheet. Discuss and complete Physical Activity Drawings. *Integrated in other units.
6	1.2 2.2	1B (Dribble with hands and/or feet) 2B (Aligned <i>questions</i>)	<ul style="list-style-type: none"> Object control skills – dribble with control using hands and/or feet, while varying speed.

Physical Education Curriculum Map (Grade 3)

3-5 Grade Band

Identified below are key content areas that align with each of the 10 Ohio Physical Education Benchmark Assessments and the grade level indicators. The suggested number of lessons is based on an average of 72 per year (twice weekly lessons for 36 weeks) at the elementary level. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. The 5th grade is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

With specific reference to the 3 – 5 grade band, the following should also be considered:

- ODE assessment column reflects a reference to the ODE assessment specific to the standard and aligned with the lesson focus and the end of grade band assessment. Teachers will determine when within the grade band to implement the actual assessment.
- ODE Assessments are reflected as Benchmark A or Benchmark B, which aligns to the Archdiocese Benchmark 1 and 2.
- After introduction of the lesson content, the lesson focus could be integrated in multiple lessons across the curriculum (e.g., safety, self-direction, balance, cardio-respiratory fitness).
- Fitness concepts and principles should be integrated across units. Specific units that align to the fitness concepts have been identified.
- While Dance, Educational Gymnastics and Jump Rope units have been identified, it is appropriate to select one of the identified areas for the Standard 1A assessment. Teachers could use the other areas as a formative assessment to prepare for the summative assessment.
- While Fitness and Physical activity has been identified as a unit, fitness and physical activity concepts should be linked within each lesson. Content and assessments for Standards 3, 4 and 5 could be implemented anytime throughout the year. The curriculum map suggests specific components of 3B that could be assessed in a specific content focus, but this assessment could be implemented throughout the scope and sequence.

Physical Education Curriculum Map (Grade 3)

Suggested # of Lessons	Archdiocese Benchmarks	ODE Assessments	Content Focus
6	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Movement Sequence: Jump Rope • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
6	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others & Cooperate)	<ul style="list-style-type: none"> • Movement Sequence: Educational Gymnastics • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
8	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others & Cooperate)	<ul style="list-style-type: none"> • Movement Sequence: Dance • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
8	1.2 4.1 4.2	1B (Overhand Throwing) 1B (Catching with implement) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Overhand Throwing, Catching with an implement, • Invasion Game – endline game (small-sided ultimate football, ultimate ball).
8	1.2 4.1 4.2	1B (Kick/Pass) 4A (Personal Responsibility) 4B (Respect Others)	Invasion Game 1: Small-sided Soccer <ul style="list-style-type: none"> • Skill Development: <ul style="list-style-type: none"> ○ Receive, dribble, pass & Punting • Introduce positioning and off-the ball movement • Soccer skill analysis (2B) • Introduce Physical Activity pyramid
8	1.2 2.1 4.1 4.2	1B (Send & Catch) 2A (Game Performance Assessment) 4A (Personal Responsibility) 4B (Respect Others)	Invasion game 2 – Handball <ul style="list-style-type: none"> • Small-sided Handball • Assess positioning and off-the ball movement & decision-making.
8	1.2 4.1 4.2	1B (Dribble with hand) 4A (Personal Responsibility) 4B (Respect Others)	Invasion Game 3: Small-sided (e.g. basketball, floor hockey, or lacrosse) <ul style="list-style-type: none"> • Skill Development: Dribble or maintain possession. • Reinforce positioning and decision-making. • Revisit Physical Activity Log
4	4.1 4.2	4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Target Games – (e.g. Bowling, bean bag toss)
6	1.2 2.1 4.1 4.2	1B (Striking) 2B (Skill Analysis) 4A (Personal Responsibility) 4B (Respect Others)	Net/Wall Game: (e.g. Modified Pickleball, mini-tennis) <ul style="list-style-type: none"> • Assess sidearm striking • Reinforce positioning and decision-making (shot selection)

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6	3.2 4.1 4.2	3B Fitness Components, Concepts & Planning 4A (Personal Responsibility) 4B (Respecting Others)	<ul style="list-style-type: none"> • Fitness concepts & Planning <ul style="list-style-type: none"> ○ Components of Fitness ○ Principles of Fitness
4	3.1 5.1 5.2	3B (Physical Activity Log, Opportunities & Calorie Balance) 5AB (Physical Activity Promotion Letter)	<ul style="list-style-type: none"> • Physical Activity Log • Physical Activity Opportunities • Calorie Balance • Physical Activity Advocacy

Physical Education Curriculum Map (Grade 4)

Suggested # of Lessons	Archdiocese Benchmarks	ODE Assessments	Content Focus
6	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Movement Sequence: Jump Rope • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
6	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others & Cooperate)	<ul style="list-style-type: none"> • Movement Sequence: Educational Gymnastics • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
8	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others & Cooperate)	<ul style="list-style-type: none"> • Movement Sequence: Dance • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
8	1.2 4.1 4.2	1B (Overhand Throwing) 1B (Catching with implement) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Overhand Throwing, Catching with an implement, sidearm striking • Invasion Game – endline game (small-sided ultimate football, ultimate ball).
8	1.2 4.1 4.2	1B (Kick/Pass) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Invasion Game 1: Small-sided Soccer • Skill Development: Receive, dribble, pass & Punting • Soccer skill analysis (2B)
8	1.2 2.1 4.1 4.2	1B (Send & Catch) 2A (Game Performance Assessment) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Invasion game 2 – Handball • Small-sided Handball • Assess positioning and off-the ball movement & decision-making.
8	1.2 4.1 4.2	1B (Dribble with hand) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Invasion Game 3: Small-sided (e.g. basketball, floor hockey, or lacrosse) • Skill Development: Dribble or maintain possession. • Reinforce positioning and decision-making. • Revisit Physical Activity Log
4	1.2 4.1 4.2	1B Send 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Target Games – (e.g. Bowling)

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6	1.2 2.1 4.1 4.2	1B (Striking) 2B (Skill Analysis) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Net/Wall Game: (e.g. Modified Pickleball, mini-tennis) • Assess sidearm striking • Reinforce positioning and decision-making (shot selection)
6	3.2 4.1 4.2	3B Fitness Components, Concepts & Planning 4A (Personal Responsibility) 4B (Respecting Others)	<ul style="list-style-type: none"> • Fitness concepts & Planning • Components of Fitness • Principles of Fitness
4	3.1 5.1 5.2	3B (Physical Activity Log, Opportunities & Calorie Balance) 5AB (Physical Activity Promotion Letter)	<ul style="list-style-type: none"> • Physical Activity Log • Physical Activity Opportunities • Calorie Balance • Physical Activity Advocacy

Physical Education Curriculum Map (Grade 5)

Suggested # of Lessons	Archdiocese Benchmarks	ODE Assessments	Content Focus
6	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Movement Sequence: Jump Rope • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
6	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others & Cooperate)	<ul style="list-style-type: none"> • Movement Sequence: Educational Gymnastics • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
8	1.1 4.1 4.2	1A (Creative Movement Pattern) 4A (Personal Responsibility) 4B (Respect Others & Cooperate)	<ul style="list-style-type: none"> • Movement Sequence: Dance • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles
8	1.2 4.1 4.2	1B (Overhand Throwing) 1B (Catching with implement) 1B (Striking) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Throwing & Catching with an Implement • Small-sided Strike/Fielding Game • Formative 2B Assessment.
8	1.2 4.1 4.2	1B (Kick/Pass) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Invasion Game 1: Small-sided Soccer • Skill Development: Receive, dribble, pass & Punting • Spacing & Decision-Making (2A) • Soccer skill analysis (2B)
8	1.2 2.1 4.1 4.2	1B (Send & Catch) 2A (Game Performance Assessment) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Invasion game 2 – Handball • Small-sided Handball • Assess positioning and off-the ball movement & decision-making.
8	1.2 4.1 4.2	1B (Dribble with hand) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Invasion Game 3: Small-sided (e.g. basketball, floor hockey, or lacrosse) • Skill Development: Dribble or maintain possession. • Reinforce positioning and decision-making. • Revisit Physical Activity Log
4	1.2 4.1 4.2	1B Send or Roll 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Invasion: Endline Throwing/Pass Game <ul style="list-style-type: none"> ○ Endline Flag Football • Target (Bowling)
6	1.2 2.1 4.1 4.2	1B (Striking) 2B (Skill Analysis) 4A (Personal Responsibility) 4B (Respect Others)	<ul style="list-style-type: none"> • Net/Wall Game: (e.g. Modified Pickleball, mini-tennis) • Assess sidearm striking • Reinforce positioning and decision-making (shot selection)

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6	3.2 4.1 4.2	3B Fitness Components, Concepts & Planning 4A (Personal Responsibility) 4B (Respecting Others)	<ul style="list-style-type: none"> • Fitness concepts & Planning • Components of Fitness • Principles of Fitness
4	3.1 5.1 5.2	3B (Physical Activity Log, Opportunities & Calorie Balance) 5AB (Physical Activity Promotion Letter)	<ul style="list-style-type: none"> • Physical Activity Log • Physical Activity Opportunities • Calorie Balance • Physical Activity Advocacy

Physical Education Curriculum Grades 6-8

“Physical education is an integral part of the Catholic schools’ total education program in that it develops the body, which is the temple of the Holy Spirit (1 Corinthians 6:19).”

The Archdiocese of Cincinnati Curriculum Guide for Physical Education in Grades 6-8 communicates the combined vision of teachers, coordinators, and administrators. The Grades 6-8 curriculum seeks to develop students’ knowledge, skills, behaviors and dispositions to demonstrate physical literacy and engage in a lifetime of physical activity. Physical literacy is “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.” The Grade 6-8 curriculum is designed to achieve student-learning outcomes that address each of the Ohio Physical Education Academic Content Standards.

How to use read this document

The purpose of this curriculum guide is to provide teachers and administrators with grade-band appropriate guidelines, outcomes, sequencing of activities and aligned assessments in the elementary grades. The Ohio Physical Education Academic Content Standards, benchmarks and grade level indicators provide the foundation for the Archdiocese of Cincinnati Physical Education Curriculum. The curriculum is designed to demonstrate each of the standards and benchmarks. The curriculum guide identifies the standards, benchmarks and indicators. The guide also includes benchmark assessments and suggested activity and unit content. *Standards* are overall curriculum goals that identify the skills, knowledge and dispositions that students should demonstrate at the end of the program. *Benchmarks* are learning outcomes that should be achieved at the end of a grade band. Grade bands in Ohio are K-2, 3-5, 6-8, 9-12. *Indicators* are grade level outcomes that contribute to the achievement of benchmarks.

The Ohio Physical Education Academic Content Standards, benchmarks and grade level indicators provide the foundation for the Archdiocese of Cincinnati Physical Education Curriculum. The curriculum is designed to demonstrate each of the standards and benchmarks. The purpose of this curriculum guide is to provide teachers and administrators with grade-band appropriate guidelines, sequencing and assessments in the elementary grades. The curriculum guide identifies the aligned Ohio Physical Education Standards and Benchmarks, Benchmark Assessments and unit content. While it is the intent to address each of the indicators outlined in

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the Ohio Physical Education Academic Content Standards document, the curriculum guide recognizes the contextual constraints such as time, class sizes, and equipment and determined it is not realistic to address every indicator in the Grades 6-8 grade band at this time. If additional resources become available to physical education in Grades 6-8, additional indicators can be addressed. The physical education curriculum is designed to align and assess student progress towards the achievement of each of the Ohio Physical Education Academic Content Standards and Benchmarks to physical literacy. The physical education curriculum supports learning in other academic content areas by integrating cross-curricular content material through physical education assessments and activities.

Grades 6-8 Physical Education

Physical education teachers and their students will focus on three main objectives in Grades 6-8: for students to participate in moderate to vigorous physical activity; to be competent and literate participants in physical activity, fitness and games; and to learn to be personally and socially responsible during physical activity. Grades 6-8 bridges the gap between the foundational movement skills developed in elementary school. Grades 6-8 starts to build competencies that will be further refined and applied in specific sports, lifetime physical activities or fitness-related activities included in the high school curriculum. Grades 6-8 will also begin to further develop and apply basic physical activity and fitness concepts/skills in more complex and authentic settings.

Middle School Standards and Assessments

The Archdiocese of Cincinnati Physical Education Grades 6-8 curriculum guide is aligned with the Ohio Physical Education Academic Content Standards. The following six standards and associated benchmarks are the driving force of this document and should be evident in teacher's planning and daily lessons. The grade band benchmarks and grade level indicators have specific learning goals in mind, but allow teachers the flexibility to plan lessons to best meet individual student needs, building space, and access to equipment. It is an expectation that each student who successfully completes the high school program will demonstrate each of these standards to become physically literate.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and 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.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Assessment Overview

The key outcome in an effective physical education curriculum is student learning. Student learning is essential to develop physical educated students who will have the knowledge, skills and attitudes to participate in a lifetime of physical activity. The Archdiocese of Cincinnati Physical Education curriculum is focused on students demonstrating each of the Ohio Physical Education Academic Content Standards and Benchmarks. The Ohio Benchmark Assessments will provide the foundation for assessment of student learning in physical education. The high school program will assess student learning in each of the 10 benchmarks. In addition to the benchmark assessments, teachers will implement formative assessments within lessons and units to provide students and teachers feedback about student progress towards achieving each benchmark. Teachers should report benchmark assessment data to the appropriate school representative each year and use the data to make instructional and curricular decisions. The school-representative will then report the data to the Archdiocese.

The Archdiocese of Cincinnati physical education teachers have determined the Benchmark Assessment data will be collected during 8th grade in the 6-8 grade band. Collecting the assessment data in this grade will allow students more time to develop their knowledge, skills and behaviors allowing the data to be a true reflection of what students have achieved in this grade band. Also, collecting all of the benchmark data in 8th grade will simplify the assessment data collection process. This does not mean assessment only occurs in 8th grade. Assessment should be ongoing throughout all grades to track student progress and to prepare students to achieve at the highest level in 8th grade. Ultimately the teacher will decide the best grade and opportunities to collect assessment data for their Grades 6-8 students.

Grading

Student grades in physical education will be a direct result of the achievement of learning outcomes. Final grades in physical education should reflect the achievement of each of the standards and benchmarks. Grades given within a grading period should reflect a student's

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progress towards the standards, but based on resources available such as time and equipment it may not be appropriate to have a grade for each standard or benchmark within a grading period.

“Effort” of “Participation” grade - Behavior and/or participation is comprised of behaviors that are aligned with aspects of Standard 4. Thus, participation, effort and/or behavior can be included as a component of a student's overall grade. Behavior and participation must be assessed using valid and reliable assessment tools such as the Ohio Benchmark Assessment for Standard 4. The Ohio Benchmark Assessment for Standard 4 (Benchmark A) in the category self-direction defines various levels of performance associated with “participation/effort” or self-direction. Other aspects of behavior such as safety (4A), cooperation (4B), respecting others (4B) and resolving conflict/fair play (4B) are also described in the rubric. Teachers should communicate their expectations for personal and social responsibility with their students.

Description of Instruction

The majority of the Grade 6-8 physical education programs in Archdiocese of Cincinnati Schools serve their students for one class period per week. Given this amount of allocated time, the scope and sequence has been structured to provide a content outline over the course of the school year. The outline is not intended to be a pacing guide that must be followed by each individual teacher/school. Given the contextual constraints unique to each school setting the sequence can be modified within the school year to maximize student learning. Even though each teacher in the Archdiocese might not follow the exact same sequence, it is expected that the learning outcomes (benchmarks and indicators) achieved are similar across the Archdiocese for each grade. Sample units of instruction have been developed around a 10-12 day (3-5 weeks) unit of instruction. The curriculum has identified units of instruction in the content focus column. Some of the units might be split into more than one unit. For example a invasion game unit might be 20-days long, but the teacher might spend half of the time on soccer and the other half with flag football. The longer units in Grades 6-8 are needed to develop skill, tactical and gameplay competency.

Grade 6-8 physical education teachers are encouraged to use a developmental approach to teaching where individual students are evaluated on his/her current level of development and have a choice of activities that meet the needs of that child. To stay current with national trends in physical education, in the Grade 6-8 curriculum teachers are encouraged to deliver their units of instruction using different models of instruction such as: (1) sport education, (2) the tactical approach, and (3) a student-centered cooperative-learning approach. However, even with the

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Grade 6-8 curriculum, teachers should use a developmental perspective that allows individual students to progress at their own rate of development. Teachers are expected to employ best practices for instruction and activities (see the National Association for Sport and Physical Education Position Statements and Appropriate Instructional Practices Guidelines). Student assessment should occur over the course of a lesson or unit opposed to waiting till the end of a unit for final evaluation of skills and knowledge. Student assessment should be embedded in every lesson as opposed to waiting until the end of a unit for final evaluation of skills and knowledge.

Catholic Identity

The Catholic Identity and the pillars of the Archdiocese of Cincinnati Catechetical Program are integrated within our physical education curriculum. We see physical education as an opportunity to implement and apply many of these outcomes. We see the greatest opportunity with Standard 4 of the Physical Education outcomes. We have identified specific scripture that aligns with key outcomes of Standard 4 of safety, self direction, cooperation, respecting others and fair play. We provide these as suggestions and ideas to help teachers generate additional opportunities to integrate scripture into their teaching.

Curriculum Map

Each curriculum map identifies key content areas that align with each of the 10 benchmark assessments and with the grade level indicators within the Ohio Physical Education Assessments. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. The “end of grade band” year is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessment. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

Each curriculum map contains:

- Suggested number of lessons for each content focus,
- Aligned benchmarks and benchmark assessments, and
- Appropriate content focus

GRADES 6-8 STANDARDS, BENCHMARKS & INDICATORS

Key: Standard.Benchmark.Grade Level.Indicator (Example: PE.1.2.K.1)

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

<i>Benchmark 1 - Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.1.1.6.1	Demonstrate movement patterns in dance, gymnastics, or fitness (e.g., yoga, Zumba).	Movement Routine: Dance, gymnastics, fitness	
PE.1.1.7.1	Demonstrate a routine that includes variety of movement patterns in dance, gymnastics, or fitness (e.g., yoga, Zumba) with a partner or small group.		
PE.1.1.8.1	Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.		
PE.1.1.6.2	Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.	Lifetime activities – fitness skills, track and field, martial arts and outdoor activities.	
PE.1.1.7.2	Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.		
PE.1.1.8.2	Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).		
PE.1.1.6.3	Perform simple dance sequences.	Dance – folk, square, line dance	
PE.1.1.7.3	Perform basic folk/square/line-dance sequences to music.		
PE.1.1.8.3	Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.		

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<i>Benchmark 2 - Demonstrate critical elements of specialized manipulative skills in a variety of settings.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.1.2.6.1	Send, receive, dribble and shoot in game-like practice using appropriate critical elements.	Invasion Games - Basketball	Sport Specific Vocabulary (e.g. screen, roll, v-cut)
PE.1.2.7.1	Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion game settings.		
PE.1.2.8.1	Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.		
PE.1.2.6.2	Strike an object (with hand or implement) in game-like practice using appropriate critical elements.	Net/Wall Games – pickleball, badminton, volleyball	Sport Specific Vocabulary
PE.1.2.7.2	Strike an object (with hand or implement) using appropriate critical elements in controlled practice and singles/small-sided net/wall games.		
PE.1.2.8.2	Strike an object (with hand or implement) in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.		
PE.1.2.6.3	Strike and field an object (with foot, hand or implement) in game-like practice.	Strike/Field games – softball, cricket, rounders	Sport Specific Vocabulary
PE.1.2.7.3	Strike and field an object (with foot, hand or implement) using appropriate critical elements in controlled practice and small-sided striking/fielding games.		
PE.1.2.8.3	Strike and field an object (with foot, hand or implement) in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes.		
PE.1.2.6.4	Send an object to a target in game-like practice using appropriate critical elements.	Invasion Games – Send/Receive (e.g. Basketball, soccer, handball, speedball, flag football)	Sport Specific Vocabulary
PE.1.2.7.4	Send an object to a target in controlled practice and individual small-sided games.		
PE.1.2.8.4	Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.		

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

<i>Benchmark 1 - Apply tactical concepts and performance principles in game-like settings.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.2.1.6.1	Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).	Tactical Concepts – Off-the-ball movements	Support Open Space Defending Space Transfer
PE.2.1.7.1	Creates space and positions self in space to create scoring opportunities.		
PE.2.1.8.1	Moves to open space to receive passes or create space for others.		
PE.2.1.6.2	Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).	Tactical Concepts – Defending Space	Decision-making
PE.2.1.7.2	Defends space and positions self in space to prevent opponents from attacking or scoring.		
PE.2.1.8.2	Moves to mark or guard opponents, deny space and prevent opponents from attacking or scoring.		
PE.2.1.6.3	Identifies correct decision in game-like settings.	Decision-making	
PE.2.1.7.3	Selects correct decision in game-like settings.		
PE.2.1.8.3	Consistently chooses the best option (attack, pass, maintain possession or reposition) in game play.		

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<i>Benchmark 2 - Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.2.2.6.1	Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non-locomotor skills/movements.	Knowledge of critical elements – Lifetime Activities (Aligned with 1.1.7.2)	Skill-specific Critical elements
PE.2.2.7.1	Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.		
PE.2.2.8.1	Analyze specific sport and movement skills using biomechanical principles and critical elements.		
PE.2.2.6.2	Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.	Skill Analysis & Practice Principles	Biomechanical principles – e.g. rotation, momentum, angle of release. Environmental cues, practice drills, fitness activities
PE.2.2.7.2	Identify ways to improve movement performance using cues, drills or fitness activities.		
PE.2.2.8.2	Develop a plan to improve movement performance using movement principles, critical elements, drills and biomechanical principles.		

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

Benchmark 1 Develops a plan to meet the recommendation for daily physical activity.			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.3.1.6.1	Identifies a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines. Identifies “active” alternatives to screen time.	Physical Activity Opportunities	Physical Activity Physical Activity Pyramid Inactivity Types of PA – leisure & playtime, strength & flexibility, aerobic exercise, recreational activities and everyday activities. Moderate-Vigorous Physical Activity
PE.3.1.7.1	Analyzes a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines. Identifies “active” alternatives to screen time.		
PE.3.1.8.1	Plans a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences. Identifies “active” alternatives to screen time.		
PE.3.1.6.2	Collects physical activity assessment data and creates a plan to improve or maintain physical activity levels.	Physical Activity Planning	
PE.3.1.7.2	Analyzes physical activity assessment data and creates a plan to improve or maintain physical activity levels.		
PE.3.1.8.2	Analyzes physical activity assessment data and creates a plan to improve or maintain physical activity levels based on the data.		

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<i>Benchmark 2 - Utilizes principles and practices to design a personalized health-related fitness plan.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.3.2.7.1	Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).	Health-related fitness assessment	Frequency, intensity, duration, specificity, progressive overload,
PE.3.2.7.1	Describe and use various forms of technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).		
PE.3.2.8.1	Describe and use various forms of technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).		
PE.3.2.6.2	Calculates target heart rate. Describes rates of perceived exertion (RPE Scale).	Cardiorespiratory Concepts	Pacing, Intensity, Target Heart Rate
PE.3.2.7.2	Adjusts intensity and/or pace to stay within target heart rate or rate of perceived exertion (RPE Scale).		
PE.3.2.8.2	Applies target heart rate and rates of perceived exertion (RPE scale) to improve or maintain cardiorespiratory endurance.		
PE.3.2.6.3	Identifies major muscles used in selected physical activities.	Muscular Strength & Endurance Concepts	Repetition, set, intensity, specificity, strength v endurance
PE.3.2.7.3	Applies the principle of specificity to identify exercises to improve muscular strength & endurance.		
PE.3.2.8.3	Applies the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.		
PE.3.2.6.4	Identify activities to improve upper body flexibility.	Flexibility Concepts	Specificity, intensity, static, dynamic,
PE.3.2.7.4	Identify activities to improve lower body flexibility.		
PE.3.2.8.4	Develop a series of activities to improve flexibility and to warm-up/cool-down for activity.		
PE.3.2.6.5	Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.	Fitness Plan	
PE.3.2.7.5	Designs a fitness plan based on the results of health-related fitness assessment.		

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PE.3.2.8.5	Designs and implements a fitness plan based on the results of health-related fitness assessment.		
PE.3.2.6.6	Identifies foods and appropriate servings to balance calorie intake with energy expenditure.	Nutrition for exercise & physical activity	Calorie balance, healthy food choices, nutrient dense, hydration
PE.3.2.7.6	Identifies healthy food choices and appropriate servings to balance calorie intake with energy expenditure.		
PE.3.2.8.6	Applies nutritional concepts and strategies to balance healthy foods, snacks and beverages with fitness levels.		

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

<i>Benchmark 1 - Develop and apply rules, safe practices and procedures in physical activity settings.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.4.1.6.1	Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.	Personal Responsibility Safety	Safety
PE.4.1.7.1	Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.		
PE.4.1.8.1	Work cooperatively with peers of differing skill to promote a safe school environment.		
PE.4.1.6.2	Acknowledge and apply rules to game situations to ensure personal and group safety.	Personal responsibility – Following directions (Life in Christ, K33)	
PE.4.1.7.2	Acknowledge and apply rules to game situations to ensure personal and group safety.		
PE.4.1.8.2	Apply safe practices and procedures within physical activities. Identifies and addresses specific safety concerns or issues associated with an activity.		
PE.4.1.6.3	Makes choices to demonstrate self-direction and effort.	Personal Responsibility: Self-direction	
PE.4.1.7.3	Makes choices to demonstrate self-direction and effort in a variety of physical activities.		
PE.4.1.8.3	Makes choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.		

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<i>Benchmark 2 - Communicate effectively with others to promote respect and conflict resolution in physical activity settings.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.4.2.6.1	Offer positive suggestions to facilitate group progress in physical activities.	Social Responsibility – Cooperation (Life in Christ – III 1.47) Life in Christ – 2.46)	Cooperation
PE.4.2.7.1	Offer positive suggestions or constructive feedback to facilitate group progress.		
PE.4.2.8.1	Provide support or positive suggestions to facilitate group progress or success.		
PE.4.2.6.2	Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.	Social Responsibility – Respect (Life in Christ – III K.27, 31; III 1.47, 50, 62; 2.44, 45, 47)	Respect
PE.4.2.7.2	Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.		
PE.4.2.8.2	Demonstrate and encourage respect for individual similarities and differences through positive interaction.		
PE.4.2.6.3	Show consideration of the rights and feelings of others when resolving conflict.	Social Responsibility – Fair Play	Fair play Conflict resolution
PE.4.2.7.3	Resolve conflict with sensitivity to the rights and feelings of others.		
PE.4.2.8.3	Resolve conflict with sensitivity to the rights and feelings of others.		
PE.4.2.6.4	Accept decisions made by the designated official and return to activity.		
PE.4.2.7.4	Accept and respect decisions made by the designated official.		
PE.4.2.8.4	Accept and respect decisions made by the designated official.		

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<i>Benchmark 1 – Makes a connection between participation in physical activity and physical, emotional, and intellectual health.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.5.1.6.1	Describes how being physically active contributes to a healthy body.	Physical Activity Health Benefits	Reasons to be physically active: 1. Physical 2. Emotional 3. Intellectual
PE.5.1.7.1	Identifies activities that can provide health benefits for at least three components of fitness.		
PE.5.1.8.1	Link the health benefits that result from participation in specific physical activities.		
PE.5.1.6.2	Describes how being physically active contributes to emotional health.		
PE.5.1.7.2	Describes how different physical activities have an impact on emotional health.		
PE.5.1.8.2	Makes a connection between physical activities and emotional health.		
PE.5.1.6.3	Describes how being physically active contributes to intellectual health.		
PE.5.1.7.3	Describes how different physical activities have an impact on intellectual health.		
PE.5.1.8.3	Makes a connection between physical activity and intellectual health.		

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<i>Benchmark 2 - Discusses the positive impact physical activity has on their life.</i>			
Standard	Description	Content Focus *Key Target	Academic Vocabulary
PE.5.2.6.1	Identifies enjoyable physical activities.	Reasons to be physically active	
PE.5.2.7.1	Analyze reasons to enjoy specific physical activities.		
PE.5.2.8.1	Discuss the reasons for participating in a selected physical activity.		
PE.5.2.6.2	Identifies a specific activity the student plays because of the opportunities for social interaction.		
PE.5.2.7.2	Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.		
PE.5.2.8.2	Discuss the social benefits of participating in a selected physical activity.		
PE.5.2.6.3	Identifies a specific activity the student plays because he/she finds challenging.		
PE.5.2.7.3	Analyze a specific activity the student plays because he/she finds challenging.		
PE.5.2.8.3	Discuss the challenging aspects of participating in a selected physical activity.		

RESOURCES:

Ohio Department of Education. Physical Education Evaluation. <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Physical-Education/Physical-Education-Evaluation-updated>

Ohio Department of Education. Physical Education Academic Content Standards. <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Physical-Education>

Books:

Physical Education Curriculum Map (Grades 6 - 8)

Grade 6

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 90 days at the middle school level with daily lessons for two 9 week blocks. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. It is recommended that data be collected during the eighth grade experience for each of the Ohio Physical Education Assessments. The assessment data are to be submitted to the Ohio Department of Education via the EMIS. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

With specific reference to the 6 – 8 grade band, the following should also be considered:

- To maintain a focus on tactical and specialized skill development, small sided games should be focus of the sport and games content, early in the grade band.
- To encourage continuous engagement in physical activity, the physical activity plan should be introduced early in the semester and revisited throughout the course.
- To promote diverse sport experiences, recommendations are listed within each game category, building complexity throughout the grade band.
- To enhance and maintain fitness levels, fitness content is addressed within many of the content areas, not merely the fitness testing lessons.
- The final “unit” for physical activity and health-related fitness plan can be implemented at any time throughout the semester. Four instructional days have been allocated to complete this assessment.

Physical Education Curriculum Map (Grade 6)

Suggested # of Lessons	Archdiocese Benchmarks	Benchmark Assessments	Content Focus
10	4.1 4.2	4A (Personal Responsibility) 4B (Cooperation)	<ul style="list-style-type: none"> Adventure and Cooperative Games/Challenges (Climbing Wall, Obstacle Course, Capture Flag or Low Organized Games) Physical Activity Preferences
2	3.1	3A (Physical Activity Opportunities & Physical Activity Log	<ul style="list-style-type: none"> Physical Activity Log, Identification and Participation (Inside School and Community) Physical Activity Goal Setting
8	3.2	4A (Fitness concepts & planning)	<ul style="list-style-type: none"> Health-Related Fitness Principles, Practices and Testing (FITT, specificity, overload, progression, target heart rate) Personalize Fitness Results & Planning
20	1.2 4.1 4.2	1B (Net Wall Skill) 4A (Personal Responsibility) 4B (Cooperation and Fair Play)	<ul style="list-style-type: none"> Net Wall Specialized Skills <ul style="list-style-type: none"> Deck Tennis/ Modified or Small Sided Volleyball Cardio Fitness Centers
10	1.1	1A (Movement Routine)	<ul style="list-style-type: none"> Rhythmic Routines (Dance)
10	1.2 2.1 4.1 4.2	1B (Invasion Skill) 2A (Formative Decision Making, Defending and Creating Space) 4A (Safety) 4B (Fair Play)	<ul style="list-style-type: none"> Invasion Game #1 (Small Sided Football, Ultimate/Flag, Speedball, Basketball) Strength and Flexibility Fitness Centers
8	1.1	1A (Lifetime Physical Activity Skills)	<ul style="list-style-type: none"> Track & Field, Fitness Skills, Aquatics, Martial Arts,
10	1.2 2.2	1B (Invasion Game Skills) 2B (Skill Analysis Formative)	<ul style="list-style-type: none"> Invasion Game #2 (Small Sided Football, Ultimate/Flag, Speedball, Basketball) Fitness Centers
10	1.2 5.2	1B (Striking/Fielding Games Skill) 5B (Fair Play)	<ul style="list-style-type: none"> Striking Fielding Specialized Skills (Softball, Baseball, Cricket, Rounders) Fitness Centers
4	3.1 3.2 5.1 5.2	3A (Physical Activity Plan) 3B (Fitness Plan) 5AB (Reasons to be Physically Active)	<ul style="list-style-type: none"> Health-Related Fitness Physical Activity Planning

Physical Education Curriculum Map (Grade 7)

Suggested # of Lessons	Archdiocese Benchmarks	Benchmark Assessments	Content Focus
10	4.1 4.2	4A (Personal Responsibility) 4B (Cooperation)	<ul style="list-style-type: none"> Adventure and Cooperative Games/Challenges (Climbing Wall, Obstacle Course, Capture Flag or Low Organized Games) Physical Activity Preferences
2	3.1	3A (Physical Activity Opportunities & Physical Activity Log)	<ul style="list-style-type: none"> Physical Activity Log, Identification and Participation (Inside School and Community) Physical Activity Goal Setting
8	3.2	4A (Fitness concepts & planning)	<ul style="list-style-type: none"> Health-Related Fitness Principles, Practices and Testing (FITT, specificity, overload, progression, target heart rate) Personalize Fitness Results & Planning
10	1.2 4.1 4.2	1B (Net Wall Skill) 4A (Personal Responsibility) 4B (Cooperation and Fair Play)	<ul style="list-style-type: none"> Net Wall Specialized Skills <ul style="list-style-type: none"> Pickleball, Badminton, Volleyball
10	1.1	1A (Movement Routine)	<ul style="list-style-type: none"> Dance & Cardiorespiratory Fitness
10	1.2 2.1 4.1 4.2	1B (Invasion Skill) 2A (Formative Decision Making, Defending and Creating Space) 4A (Safety) 4B (Fair Play)	<ul style="list-style-type: none"> Invasion Game (Small Sided Football, Ultimate Football, Lacrosse, Speedball, Basketball) Strength and Flexibility Fitness Centers
8	1.1	1A (Lifetime Physical Activity Skills)	<ul style="list-style-type: none"> Track & Field, Fitness Skills, Aquatics, Martial Arts,
10	1.2 2.2	1B (Target Game Skills) 2B (Skill Analysis)	<ul style="list-style-type: none"> Target Game (Bowling, Archery, Golf)
4	3.1 3.2 5.1 5.2	3A (Physical Activity Plan) 3B (Fitness Plan) 5AB (Reasons to be Physically Active)	<ul style="list-style-type: none"> Health-Related Fitness Physical Activity Planning

Physical Education Curriculum Map (Grade 8)

Suggested # of Lessons	Arch-diocese Bench-marks	Benchmark Assessments	Content Focus
10	4.1 4.2	4A (Personal Responsibility) 4B (Cooperation)	<ul style="list-style-type: none"> Adventure and Cooperative Games/Challenges (Climbing Wall, Obstacle Course, Capture Flag or Low Organized Games) Physical Activity Preferences
2	3.1	3A (Physical Activity Opportunities & Physical Activity Log)	<ul style="list-style-type: none"> Physical Activity Log, Identification and Participation (Inside School and Community) Physical Activity Goal Setting
8	3.2	4A (Fitness concepts & planning)	<ul style="list-style-type: none"> Health-Related Fitness Principles, Practices and Testing (FITT, specificity, overload, progression, target heart rate) Personalize Fitness Results & Planning
10	1.2 4.1 4.2	1B (Net Wall Skill) 4A (Personal Responsibility) 4B (Cooperation and Fair Play)	<ul style="list-style-type: none"> Net Wall Specialized Skills <ul style="list-style-type: none"> Pickleball, Badminton, Volleyball
10	1.1	1A (Movement Routine)	<ul style="list-style-type: none"> Dance & Cardiorespiratory Fitness
10	1.2 2.1 4.1 4.2	1B (Invasion Skill) 2A (Formative Decision Making, Defending and Creating Space) 4A (Safety) 4B (Fair Play)	<ul style="list-style-type: none"> Invasion Game (Small Sided Football, Ultimate Football, Lacrosse, Speedball, Basketball) Strength and Flexibility Fitness Centers
8	1.1	1A (Lifetime Physical Activity Skills)	<ul style="list-style-type: none"> Track & Field, Fitness Skills, Aquatics, Martial Arts,
10	1.2 5.2	1B (Striking/Fielding Games Skill) 5B (Fair Play)	<ul style="list-style-type: none"> Striking Fielding Specialized Skills (Softball, Baseball, Cricket, Rounders) Fitness Centers
10	1.2 2.2	1B (Target Game Skills) 2B (Skill Analysis)	<ul style="list-style-type: none"> Target Game (Bowling, Archery, Golf)
4	3.1 3.2 5.1 5.2	3A (Physical Activity Plan) 3B (Fitness Plan) 5AB (Reasons to be Physically Active)	<ul style="list-style-type: none"> Health-Related Fitness Physical Activity Planning